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ABSTRACT

An annual administrative survey was conducted to obtain a statistical and descriptive profile of Pennsylvania Adult Basic Education (ABE) programs, staff, and students for fiscal year 1981-82. Questionnaires concerning program operation and staff were sent to and returned by administrators from all 25 ABE programs in the state. Data from the questionnaires revealed that although funding for ABE programs in Pennsylvania has not changed during the last 3 years, the statewide program has continued to progress. The number of staff members increased in 1981-82, mainly due to the increase of volunteer tutors, and the number of programs and students decreased in comparison to 1980-81. The student population continues to be predominantly young, single, and nearly half male and half female. The retention rate increased for all entry levels except beginning students. In addition, nearly 690 staff members attended regional workshops sponsored by the state and almost 370 participated in the annual Midwinter Conference on Adult Education. (Appended to this report are the data collection forms, the statistical section of the state's ABE federal report, ABE program information by county, and a list of the 40 projects funded in 1981-82 under Section 310 of the Adult Education Act.) (MN)

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ADMINISTRATIVE SURVEY OF FISCAL YEAR 1981-82

ADULT BASIC EDUCATION PROGRAMS IN THE
COMMONWEALTH OF PENNSYLVANIA

John T. Cica
Carol A. Bellew

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Division of Research and Evaluation
Bureau of Planning, Research, Evaluation and Dissemination
Pennsylvania Department of Education

October 1982

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for the Adult Basic Education Section
Division of Adult Education and Training Programs
Pennsylvania Department of Education
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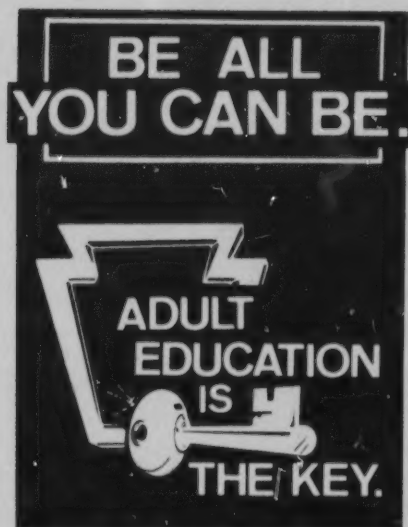
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Finally, we would like to thank the staff of the Adult Basic Education Section of the Division of Adult Education and Training Programs for the invaluable help, guidance, and advice they provided us throughout this past year.

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ABSTRACT

Although funding for Adult Basic Education programs in Pennsylvania has not changed during the last three years, the statewide program has continued to progress toward the achievement of the objectives of the Adult Education State Plan, 1980-82. The number of staff members increased in 1981-82, mainly due to the increase of volunteer tutors, and the number of programs and students decreased in comparison to 1980-81. A total of 36,608 persons enrolled in 252 programs. Ninety-one percent of these enrollees, or 33,254 students, completed 12 or more program contact hours or met their personal objectives in less than 12 hours. Nearly half of all students attended classes that were held in secondary schools or learning centers. The distribution of enrollments at each entry level did not change appreciably from the previous year.

The student population continued to be predominantly young, single, and nearly equally divided between males and females. The retention rate increased for all entry levels except beginning students (0-4). In the intermediate (5-8) and advanced (9-12) levels, more students completed level requirements than separated prematurely or remained at the same level.

Nearly all of the 2,141 local staff members worked part-time, and a large proportion of paid staff carried out teaching functions. Sixty-one percent of all staff members reported attendance at local training sessions to prepare for their ABE positions, a 17 percent decrease from 1980-81. In addition, nearly 690 staff members attended regional workshops sponsored by the Pennsylvania Department of Education, and almost 370 participated in the annual Midwinter Conference on Adult Education.

INTRODUCTION

This annual report summarizes and describes the efforts of the Commonwealth of Pennsylvania in adult education for the period of July 1, 1981 to June 30, 1982. The report is based upon information provided for every program funded under the Adult Education Act of 1966, as amended November 1, 1978 (P.L. 95-561). Funds were provided under Section 306 for Adult Basic Education, including English as a Second Language, and Adult Secondary Education programs. Unless otherwise noted, all will be referred to as Adult Basic Education (ABE) programs. When General Educational Development (GED) programs are indicated, they include external high school diploma programs. Various parts of this report will refer to projects funded under Section 310 of the Act. These projects are funded for special experimental demonstration projects as well as staff development projects.

The annual survey is a major product of the management information system for the Division of Adult Education and Training Programs. The report disseminates information about the statewide ABE program to local ABE staffs for their use in program planning. Other formal dissemination mechanisms include Individual Program Summary Reports (analyses of each program's student and staff characteristics) and regional and statewide staff development workshops conducted by the Division of Adult Education and Training Programs.

As in previous years, this report for fiscal year 1981-82 provides a statistical and descriptive profile of ABE programs, staff, and students, and a summary of the narrative descriptions submitted by administrators. Information concerning program operation and staff was received from all 252 programs that operated during this reporting period, and student information, including impact data, was received from all but one of the programs. The report also contains four appendices: Appendix A contains the data collection forms, Appendix B contains the statistical section of the federal report, Appendix C lists ABE program information by county, and Appendix D provides a list of the projects funded in 1981-82 under Section 310 of the Adult Education Act.

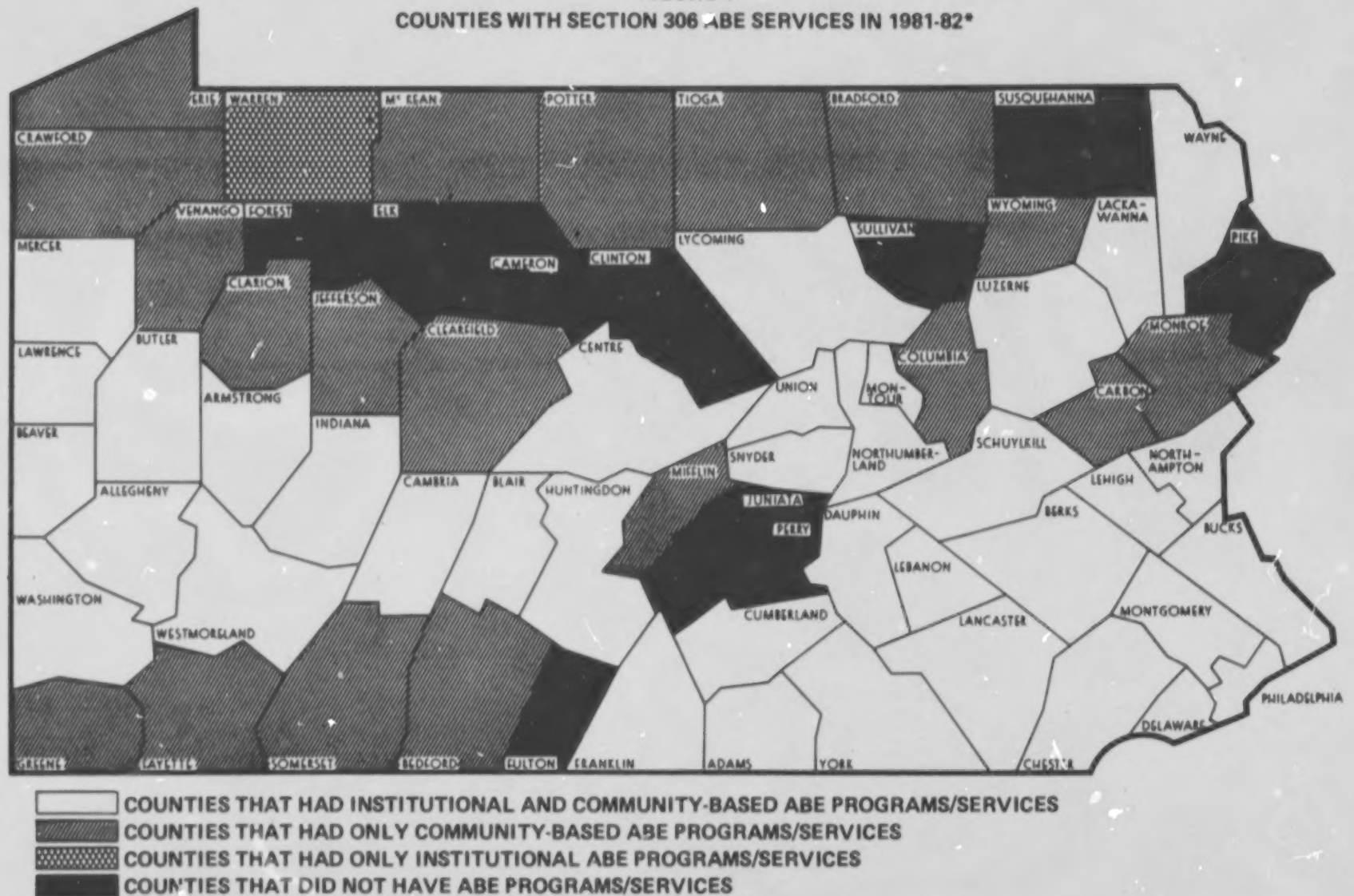
PROGRAM CHARACTERISTICS

Although the level of funding Pennsylvania received under the Adult Education Act remained the same for the past three years, Adult Basic Education programs in the state continued to make progress in providing educational opportunities for undereducated adults in 1981-82. Community-based programs or services, such as those sponsored by local school districts (LEAs), intermediate units (IUs), colleges/universities and public/private nonprofit agencies, were provided in 56 of Pennsylvania's 67 counties (83.6 percent). Thirty-seven of these counties also had institutional ABE/GED programs, such as those at correctional institutions and state hospitals, where the students are residents at the institutions. These figures include two counties, Adams and Snyder, which did not have institutional programs in the past. Another county (Warren) had only an institutional program, bringing the total number of counties served in 1981-82 to 57, or 85.1 percent. The location of these counties is shown on the map on page 3, while Table 1 shows the distribution of the programs serving each county. In addition, 35 Section 306 programs extended their services into previously unserved areas in the past year but did not extend into unserved counties.

The map on page 3 also shows the location of the 10 counties that did not have ABE/GED services in 1981-82. Seven of these counties are in the sparsely-populated northern tier of Pennsylvania. All 10 counties have only 1.8 percent of the State's population and, the 11 counties that do not have community-based ABE services or programs contain only 2.2 percent of the state's population. Therefore, although further progress could be made in reaching every county, the vast majority of eligible adults have access to adult basic education. Furthermore, the ABE program is publicized through the Pennsylvania Adult Education Mid-Winter Conference, letters to the Chief Executive officer of local school districts, colleges, universities and IUs, letters to previously funded ABE program directors, the Pennsylvania Federal Coordinators' Conference and the Pennsylvania Bulletin. Thus, it can be assumed that the Pennsylvania school districts and intermediate units in the unserved areas are aware of the availability of ABE funds but did not choose to apply for funding. Lastly, students from all Pennsylvania counties participated in the 1981-82 ABE program, indicating that many students participate in programs outside their own counties.

One hundred twenty-one different agencies sponsored Section 306 ABE programs in Pennsylvania in 1981-82. This number represents an increase of four more ABE sponsors than the previous year. Table 2 shows that school districts and intermediate units continued to sponsor most of the programs. However, sponsorship by nonprofit agencies, which have only been eligible for funding for three years, and colleges/universities is on the increase. In addition, the Pennsylvania Department of Education sponsored 15 programs in state correctional institutions through its Division of Corrections Education.

FIGURE 1
COUNTIES WITH SECTION 306 ABE SERVICES IN 1981-82*



* Participants included residents from all Pennsylvania counties.

Table 1
Distribution of Section 306 Programs Serving Pennsylvania Counties

County	Number of Institutional Programs Providing Services	Number of Community-Based Programs Providing Services	County	Number of Institutional Programs Providing Services	Number of Community-Based Programs Providing Services
Adams	1	2	Lackawanna	1	6
Allegheny	4	10	Lancaster	1	5
Armstrong	1	8	Lawrence	1	2
Beaver	1	2	Lebanon	1	3
Bedford	-	2	Lehigh	2	2
Berks	3	6	Luzerne	1	4
Blair	1	3	Lycoming	2	2
Bradford	-	2	McKean	-	4
Bucks	1	12	Mercer	3	5
Butler	1	2	Mifflin	-	1
Cambria	2	3	Monroe	-	3
Cameron	-	-	Montgomery	3	10
Carbon	-	1	Montour	1	3
Centre	2	4	Northampton	1	4
Chester	2	8	Northumberland	1	3
Clarion	-	2	Perry	-	-
Clearfield	-	2	Philadelphia	1	9
Clinton	-	-	Pike	-	-
Columbia	-	3	Potter	-	1
Crawford	-	4	Schuylkill	2	5
Cumberland	3	4	Snyder	1	3
Dauphin	5	8	Somerset	-	2
Delaware	7	14	Sullivan	-	-
Elk	-	-	Susquehanna	-	-
Erie	-	7	Tioga	-	2
Fayette	-	2	Union	5	3
Forest	-	-	Venango	-	1
Franklin	1	5	Warren	1	-
Fulton	-	-	Washington	1	4
Greene	-	2	Wayne	1	1
Huntingdon	2	2	Westmoreland	2	3
Indiana	1	2	Wyoming	-	3
Jefferson	-	1	York	1	4
Juniata	-	-			

Table 2
Distribution of Program Sponsors

Type of Sponsor	1981-82	1980-81	1979-80
School Districts	73	74	71
Intermediate Units	22	23	21
Public/Private Nonprofit Agencies	20	15	9
Colleges/Universities	5	4	1
Pennsylvania Department of Education	1	1	-
TOTAL	121	117	102

In 1981-82, the 121 sponsors were funded for a total of 252 programs, or two less than in 1980-81. The greatest proportion of these programs (44.4 percent) were community-based ABE/ESL programs (Table 3), followed by community-based GED programs (30.6 percent).

Table 3
Types of Programs Funded

	Number	Percent
Institutional ABE/ESL	45	17.9
Institutional GED	18	7.1
Community-Based ABE/ESL	112	44.4
Community-Based GED	77	30.6
TOTAL	252	100.0

Although progress was made in increasing the distribution of opportunities to participate in adult education programs throughout the state and in the diversity of program sponsors, rising costs resulted in two fewer programs, as already mentioned, and more than 221 fewer classes being provided in 1981-82. (The exact difference is not known since 27 programs did not report the number of classes they provided in 1980-81.) Table 4 shows that the effect was that 4,290 fewer students (defined by the U. S. Department of Education, or DOE, as enrollees who completed 12 or more program contact hours or met their personal objective in less time) were served. However, the number of enrollees who dropped out of the program before completing 12 hours or meeting their personal objective in less time was reduced from 10.9 percent in 1980-81 to 9.2 percent during the past year.

Table 4
Participation in Section 306 Programs

	1981-82	1980-81	Decrease
Number of adults enrolled	36,608	42,131	-5,523
Number of students who completed 12 or more contact hours or met their objective in less time.	33,254	37,544	-4,290

Class Sites

ABE sponsors conduct classes in many different locations. Table 5 shows the enrollment for each type of class site for the past three years. In 1981-82, junior/senior high schools accommodated the greatest number of students, as in 1979-80, serving 24.4 percent of the students. Learning centers, which are defined as settings featuring extensive use of programmed instruction, flexible participant scheduling and attendance, and are open for extended periods of time daily, served slightly fewer students or 24.0 percent of the participants. Community centers, including sites such as libraries, churches, outreach centers and YM/YWCAs, and correctional institutions (county, state and federal) ranked third and fourth, respectively, in accommodating students for the past three years. In addition, it should be noted that enrollments in programs at institutions for the handicapped and elementary schools increased substantially in 1981-82.

Table 5
Enrollment by Class Site

	1981-82		1980-81		1979-80	
	Number of Students	%	Number of Students	%	Number of Students	%
Junior/Senior High	8,098	24.4	8,625	23.0	7,061	24.0
Learning Center	7,989	24.0	10,021	26.7	6,868	23.3
Community Center	5,533	16.6	6,653	17.7	4,612	15.6
County Prison	2,039	6.1	2,456	6.5	--	--
Institution for Handicapped	1,594	4.8	1,179	3.1	1,053	3.6
Federal/State Correctional Institution	1,550	4.7	1,872	5.0	4,195*	14.2
Hospital	1,060	3.2	1,883	5.0	1,659	5.6
Elementary School	926	2.8	698	1.9	557	1.9
Vo-Tech School	590	1.8	900	2.4	640	2.2
Community College	586	1.8	188	0.5	64	0.2
Business/Work Site	423	1.3	609	1.6	378	1.3
Four-Year College	--	--	394	1.1	374	1.3
Other	1,948	6.0	1,896	5.1	1,409	4.8
No Response	918	2.8	170	0.4	607	2.0
TOTAL	33,254	100.0	37,544	100.0	29,477	100.0

*This figure includes enrollments at county, state, and federal correctional institutions.

As previously mentioned, two fewer programs and more than 221 fewer classes were funded in 1981-82. The average number of classes per program also decreased from 7.6 in 1980-81 to 6.0. The distribution of day and evening classes, though, remained approximately the same for both years, with 57 percent of the classes in 1980-81 being held during the evening in comparison to 56 percent during the past year. Table 6, however, shows that the majority of the institutional classes were held during the day. The average class accommodated 22.1 students.

Table 6
Distribution of Classes, 1981-82

Level of Instruction	Institutional		Noninstitutional		TOTAL
	Day	Night	Day	Night	
ABE	104	98	488	523	1,213
GED	18	17	52	203	290
TOTAL	122	115	540	726	1,503

Enrollment by Entry Level

Students in basic education classes are enrolled at one of three levels: English as a Second Language (ESL); grade level zero to four, or APL 1 (least competent adults, as determined by scores on the Adult Performance Level Test); and grades five to eight, or APL 2 (marginally competent adults). Adult secondary programs include grades 9 to 12 only. Table 7 shows the distribution of enrollment by these entry levels for six years. The figures show that the distribution of enrollment in ABE/GED classes in 1981-82 closely approximated that of previous years, and that the greatest proportion of students entering the program continue to be at the intermediate (grades five through eight) level.

Table 7
Enrollment by Entry Level

Entry Level	Enrollment						
	1981-82		1980-81	1979-80	1978-79	1977-78	1976-77
	N	%	Percent	Percent	Percent	Percent	Percent
ESL	4,398	13.2	13.4	12.8	10.0	9.4	9.4
0-4	6,768	20.4	20.6	18.6	17.0	21.5	24.4
5-8	14,878	44.7	46.3	46.4	52.2	47.1	44.2
9-12	6,480	19.5	19.7	21.7	20.8	20.0	19.0
Not Reported	730	2.2	---	0.5	---	2.0	3.0
TOTALS	33,254	100.0	100.0	100.0	100.0	100.0	100.0

Status of Enrollees at End of Program

Table 8 shows that substantial progress was made in increasing the retention/completion rate at all entry levels except grades zero to four, and for the overall program in 1981-82. In addition, 73.2 percent of the students in adult secondary programs completed level requirements. However, Table 8 also shows that the completion rates for ESL students and students in grades zero to four have steadily decreased over the past three years. Of particular note is the finding that less than 20 percent of the students who enrolled at grade levels zero to four completed level requirements by the time the programs ended. This is of particular concern when compared to the 38.9 percent completion rate at that level in 1979-80.

Table 8
Retention/Completion Rates

Entry Level	% Stayed at Entry Level			% Passed Entry Level			Total % Retained or Passed		
	81-82	80-81	79-80	81-82	80-81	79-80	81-82	80-81	79-80
ESL	39.4	17.5	12.4	32.0	46.9	57.4	71.4	64.4	69.8
0-4	43.0	26.9	30.7	19.9	37.0	38.9	62.9	63.9	69.6
5-8	28.5	17.5	25.3	41.3	45.2	42.9	69.8	62.7	66.2
9-12	20.5	8.0	16.8	52.7	60.7	58.0	73.2	68.7	74.8
TOTAL	31.6	17.4	22.8	37.8	47.0	47.2	69.4	64.4	70.0

Almost 32 percent of all the students in the ABE programs remained at entry level. This does not necessarily indicate a lack of progress since these students may have progressed within their levels or enrolled in a program near its end. Proportionally more beginning students (entry levels 0-4) remained at entry level. In contrast, secondary students (entry level 9-12) were most likely to complete their entry level.

Table 9 shows, for the past three years, the distribution of students who completed at least 12 program hours but dropped out of the program without completing the course level requirements (early separations). The figures show substantial decreases in the rate of early separations at the ESL, intermediate (grades five to eight) and advanced (grades nine to 12) levels and for the program as a whole. However, the rate of early separation for students at grade levels zero to four increased for the third consecutive year. It should be noted, though, that many of the students left the programs prematurely for positive reasons such as meeting their personal objective, becoming employed or accepting a better job. These reasons will be discussed in the Student Characteristics section of this report.

Table 9

Early Separations*

Entry Level	1981-82 Percent	1980-81 Percent	1979-80 Percent
ESL	28.6	35.6	29.2
0-4	37.1	36.1	25.8
5-8	30.2	37.3	29.1
9-12	26.8	31.3	25.2
TOTAL	30.6	35.6	27.7

*Separated after 12 or more program contact hours or met personal objectives in less than 12 hours.

Contact Hours

Table 10 shows the average number of instructional, other contact and total contact hours students in the Section 306 adult education programs received in 1981-82 and whether the figures given are greater or less than in the preceding year. It should also be noted that the averages for ABE/ESL students are greater than those for GED students since ABE/ESL programs generally operate for 200 hours, whereas GED programs operate for 100 hours. The actual instructional hours, though, are less than the program length since most of the programs are open entry and GED students typically withdraw from the program when they pass the GED test.

Table 10 shows that ABE/ESL students received an average of 65.3 hours of instruction, which is down slightly from an average of 65.6 hours in 1980-81. The averages ranged from a low of 44.5 hours of instruction at community colleges, however, to a high of 147.4 hours at institutions for the handicapped. GED students received an average of 45.2 hours of instruction, which is about half an hour more than the year before.

Seventy-two percent of all ABE students received other services in addition to instruction in the adult education programs. These services included counseling, testing and other services and averaged 4.0 hours for ABE/ESL students and 2.3 hours for GED students.

Program Cost

As previously mentioned, funding for the adult education programs in Pennsylvania under the Adult Education Act has remained the same (\$5,620,675) for the past three years. These funds provide for the operation of the programs funded under Sections 306 and 310 of the Act and the administration of the program. In 1981-82, \$5,232,703 (which includes carry-over monies) was allocated to local agencies/institutions for the operation of the Section 306

Table 10
Average Instructional, Other Contact and Total Program
Contact Hours and Change from 1980-81*

Class Sites	Level of Instruction	Average Instructional Hours	Average Other Contact Hours	Average Total Program Contact Hours**
Elementary School	ABE	55.9 +	3.3 -	58.5 +
	GED	42.6 -	2.7 -	44.7 -
Junior/Senior High	ABE	64.9 +	3.7 +	67.9 +
	GED	42.9 -	3.0 +	45.1 -
Learning Center	ABE	57.6 -	4.7 -	61.3 -
	GED	55.5 +	4.2 -	59.4 +
State or Federal	ABE	69.0 -	2.9 -	70.8 -
Correctional	GED	48.3 -	2.5 -	49.6 -
Institution				
County Prison	ABE	66.6 -	3.1 -	68.1 -
	GED	43.0 -	5.3 +	46.1 -
Hospital	ABE	78.7 +	5.0 0	82.4 +
	GED	27.8 -	2.5 -	30.0 -
Institution for	ABE	147.4 -	3.2 -	148.9 -
Handicapped	GED	46.7 +	2.2 +	48.9 +
Vo-Tech School	ABE	55.8 +	1.9 -	57.7 +
	GED	46.5 -	2.5 +	48.2 -
Business/Work Site	ABE	102.3 +	9.0 +	108.6 +
	GED	44.9 -	--- 0	44.9 -
Community Center	ABE	49.4 -	3.4 -	51.6 -
	GED	35.1 -	2.7 -	37.6 -
Community College	ABE	44.8 +	5.8 -	50.0 +
	GED	31.2 -	2.5 -	33.3 -
Other	ABE	61.4 -	3.5 +	63.5 -
	GED	39.2 +	2.8 -	41.7 -
TOTAL	ABE	65.3 -	4.0 +	68.1 -
	GED	45.2 +	3.2 +	47.7 +
Students Who	ABE	44.4 +	3.2 -	46.9 +
Separated Prematurely	GED	21.5 -	2.5 -	24.0 -
Students Who Remained	ABE	80.3 -	4.1 -	83.6 -
at Entry Level	GED	61.8 +	4.8 +	66.6 +
Students Who Passed	ABE	69.5 -	4.9 +	72.2 -
One or More Levels	GED	45.2 -	3.2 -	47.6 -
Students Who Met Their	ABE	5.9 +	2.5 +	7.4 +
Objectives in Less	GED	5.7 -	2.3 +	7.1 -
Than 12 Program				
Contact Hours				

*A "+" beside a number indicates that more time was completed in 1981-82 than in 1980-81; a "0" indicates no change from 1980-81; and, a "-" indicates that more time was received in 1980-81 than in 1981-82.

**Due to the relatively small number of students who received Other Contact Hours, the average for Instructional Hours and Other Contact Hours will not necessarily sum to the Average Total Program Contact Hours.

programs described in this report. These funds are primarily used for instructional salaries, textbooks, other teaching materials and in-service training. In addition, grantees are required to contribute a minimum of 10 percent of the grant award to the program, and usually also contribute the facilities, maintenance costs, electricity, heat and other services. Dividing these total estimated costs by the number of students served by the Section 306 programs in 1981-82 (33,254) gives an average estimated cost per student of \$400.

Summary

Although the level of funding for the adult education programs remained unchanged from 1980-81 to 1981-82, progress was made in increasing the availability of programs throughout the state, the diversity of program sponsors and the retention/completion rate. Progress was also made in decreasing the rate of premature separations and rate of enrollees who dropped out of the program before completing 12 hours or meeting their personal objective. However, due to rising costs there were 221 fewer classes and 4,290 fewer students were served. In addition, the declining rate of completions and increasing rate of early separations for beginning students (grades zero to four) suggest that special efforts should be considered to better serve this target group of least-educated adults.

STUDENT CHARACTERISTICS

ABE programs provided instruction to 33,254 students during the 1981-82 program year. Students enrolled in the beginning level of instruction (grades 0-4) comprised 20.4 percent of this group; intermediate level (5-8) students, 44.7 percent; advanced level (9-12) students, 19.5 percent; and ESL (English as a Second Language) students, 13.2 percent. Demographic, recruitment, participation, completion, continuation, separation and impact data presented in this section reflect students who have completed 12 or more program contact hours and students who have met their personal objectives in less than 12 hours. Enrollees who separated from their program before completing 12 program contact hours or before they met their personal objective are discussed separately at the end of this section. A copy of the Student Intake/Data Form by which the information was obtained appears in Appendix A.

Demographic Data

The ABE student population continued to be predominantly young, single, and equally divided between males and females. Half of the ABE students were single (50.1 percent), 31.5 percent were married, and 15.6 percent were separated, divorced or widowed. Single parents comprised 6.8 percent of the total student population, a decrease from the previous year's 15.6 percent; 71.3 percent of these students were females. Only 25.2 percent of the ABE students were employed at the time of enrollment, a reduction of nearly two percent from 1980-81. Over 45 percent of the students were unemployed and available to work. The remaining students were unemployed and unavailable for the work force. That nearly 29 percent of the students enrolled were on public assistance did not change from the previous year.

Table 11 displays the distribution of 1981-82 students by age and sex. The largest age group continued to be 24 and younger, and 68.8 percent of all students were younger than 34 years of age. As with 1980-81, age and numbers enrolled were inversely related except for the two oldest groups. There were over twice as many enrollees 65 years of age or older as there were 55-64 years of age. This trend continued from the previous year.

As in previous years, the ratio of males to females appeared to be correlated with age. As age increased, the proportion of male students declined as the proportion of females increased. The youngest age group contained more males than females, the 25 to 34 year-old group was nearly equally divided between the sexes, and females outnumbered males in all groups over 34 years of age.

Table 11

Distribution of 1981-82 Enrollees by Age
and Sex

Age	Male		Female		Sex Not Indicated		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
24 and younger	7,827	23.5	6,374	19.2	1	*	14,202	42.7
25-34	4,364	13.1	4,308	13.0	---	---	8,672	26.1
35-44	1,899	5.7	2,431	7.3	---	---	4,330	13.0
45-54	878	2.6	1,200	3.6	---	---	2,078	6.2
55-64	382	1.1	625	1.9	---	---	1,007	3.0
65 and older	567	1.7	1,603	4.8	---	---	2,170	6.5
Age Not Indicated	---	---	---	---	795	2.4	795	2.4
TOTAL	15,917	47.7	16,541	49.8	796	2.4	33,254	99.9

*Less than one-tenth of one percent of total.

NOTE: All percentages are based on the total number of students eligible for inclusion in the federal report.

Sixty-three percent of the students enrolled were White, 19 percent were Black, nine percent were Asian or Pacific Islander and six percent were Hispanic. The remaining three percent was comprised of Native Americans and individuals for whom data was missing.

Table 12 shows the distribution of students by racial/ethnic designation for the years 1978-82. Note that for 1981-82, Southeast Asian Refugee as a separate category was eliminated. This accounts for the increase in Asian or Pacific Islander students from two percent in 1980-81 to nine percent in 1981-82. The proportion of White enrollees has increased by six percent over the last five years, while Black enrollments declined seven percent over the same period of time. In fact, the Black enrollment has dropped four percent from last year alone. The proportion of Hispanic students dropped to six percent, which is the lowest it has been during the five-year period.

Racial/ethnic designations listed by sex revealed, again for this year, more Hispanic males than females. More Asian or Pacific Islanders and Blacks were male than were female, which was not so in 1980-81. Females outnumbered males in the Native American and White categories. This trend continued from the previous year.

Table 12

Distribution of 1977-81 Enrollees by Racial/Ethnic Designation

Race/Ethnic Group	1981-82		1980-81	1979-80	1978-79	1977-78
	Number	Percent	Percent	Percent	Percent	Percent
White	21,051	63	62	61	58	57
Black	6,302	19	23	22	27	26
Asian or Pacific Islander	2,890	9	2	2	1	4
Hispanic	2,053	6	8	7	7	7
Native Americans (Indians, Eskimos)	93	*	*	*	*	*
SE Asian Refugee	--	--	5	5	3	--
Race Not Available	865	3	*	3	4	6
TOTAL	33,254	100	100	100	100	100

*Less than one percent of total.

A study which identified the current ABE target population in Pennsylvania (Hanniford, et al., 1980) reported Blacks to be 11 percent and Hispanics one percent of the ABE target population. Although the proportions of Black and Spanish students were less than what was observed 1980-81, they were nevertheless higher this year than their corresponding proportions in the target population.

Recruitment

When asked to report their major reason for participating in an ABE program, 42.6 percent of all students who responded indicated that they wanted to improve basic skills and 13.8 percent enrolled because they wanted to learn or improve English speaking and writing abilities. Only 11.5 percent of the students enrolled to improve job prospects, down from more than 15 percent of last year's students. Four percent of the 1981-82 students indicated that they participated for social reasons, down from the 8.2 percent of last year; 8.8 percent of the students reported participating so they could qualify for a training program, which is an increase of one-half percent.

ABE recruitment occurred through both formal and informal channels. Students found out about ABE programs most often (36.6 percent) through a relative, friend or another student, an increase of two percent from 1980-81. Human service agencies informed 12.5 percent of this year's students, and 10.4 percent of the students found out from school counselors, a decrease of one percent. The media was cited by 9.6 percent of the students as the way they found out about ABE programs, an increase of 0.8 percent, and 9.2 percent of the students were referred by institutional personnel.

Only one percent of the ABE program administrators reported recruitment problems in 1981-82, compared with 6, 12, 11, and 29 percent in the four previous years. These figures indicate that recruitment problems have been reduced substantially. This may be due, in part, to the increasing number of ABE programs establishing cooperative arrangements with other agencies. It may also be linked to the reduction in the amount of funds available for ABE programs. With the number of classes reduced, fewer students are needed to fill the classes that remain, and recruitment no longer constitutes a problem.

Separations

More than 10 percent fewer students with 12 or more program contact hours separated prematurely this year than in the previous year. The program characteristics section of the report contains information about separation at each entry level.

Table 13 lists the primary reasons for premature separations for the years 1978-82. The largest proportion of separations in 1981-82 was attributed to the release or transfer from an institution; this reason was given for two percent more students than in 1980-81. Students who separated early because of a lack of interest comprised 11.5 percent of this group, down 4.4 percent from last year. The proportion of students who left the program early because they met their personal objective increased 0.5 percent from last year, to 9.7 percent. All other reasons for separating changed one percent or less.

All separations should not be viewed as failures; ABE programs had a positive impact on many persons despite their premature separations. For example, 20.9 percent of the students left programs early for the following reasons: met personal objective, 9.7 percent; to enter another training program, 5.4 percent; to take a job, 4.9 percent (up 0.7 percent from 1980-81); and to take a better job, 0.9 percent.

Reason for separation was unavailable for 21.5 percent of the students who left early. Obtaining more complete information traditionally has been difficult for ABE programs. Increased follow-up at the local level would produce better statewide survey data as well as provide programs with feedback from students who separated early. However, at times such follow-up information is not practical to retrieve; and in many cases, the information is truly unobtainable.

This year's data from students who separated early were tabulated by race, age, sex, entry level, and class location to provide more specific information about the separation rate and reasons for separating. Examination of separation by age group revealed that the rate of separation decreased as age increased. This trend was also observed in the previous year. The separation rate ranged from 30.8 percent for those students who were 24 years old and younger to 7.6 percent of the students who were over 64 years of age. This range is smaller than that of last year (44.5 - 10.6), reinforcing the fact that fewer students separated early this year. Some reasons for separating seem to be correlated with age. For instance, the proportion of younger adults who mentioned financial problems, family problems, child care problems and lack of interest was greater than other age groups,

Table 13
1978-81 Primary Reasons for Premature Separations

Primary Reason	Separations					
	1981-82		1980-81		1979-80	1978-79
	Number	Percent	Number	Percent	Percent	Percent
Release from institution	1,349	13.2	1,522	11.2	12.2	18.6
Lack of interest	1,182	11.5	2,164	15.9	14.7	12.8
Met personal objective	996	9.7	1,248	9.2	7.0	6.0
Moved from area	576	5.6	624	4.6	4.9	4.8
To enter another training program	549	5.4	758	5.6	6.5	6.3
Family problem	517	5.0	547	4.0	4.5	4.7
To take a job	501	4.9	572	4.2	5.2	6.3
Other known reason	500	4.9	1,053	7.8	6.3	5.6
Transportation problem	465	4.5	473	3.5	3.9	3.8
Health problem	438	4.3	690	5.1	5.0	5.2
Time class/program is scheduled	335	3.3	540	4.0	5.3	4.4
Child care problem	319	3.1	365	2.7	2.7	2.8
Financial problem	132	1.3	73	0.5	0.6	0.5
To take a better job	95	0.9	166	1.2	1.7	2.2
Location of class	89	0.9	---	---	---	---
Information unavailable or missing	2,186	21.3	2,784	20.5	19.5	16.0

and the proportion of older adults who cited moving and schedule problems was greater than the proportion in the younger age groups. Separation caused by health problems increased as age rose, as 45 percent of the students dropping out for this reason were 55 years old or older. Younger students (34 and younger) were more apt to separate due to job-related reasons.

The separation rate for men was over seven percent higher than that for women, and some reasons for separation appeared to be indirectly related to sex. Since more men than women are found in institutions offering ABE programs, they predictably were more likely than women to designate institutional release or transfer as a reason for separation. While 11.2 percent of the males lost interest in the program and left, only 8.5 percent of the females left for this reason. Males also cited schedule problems more often than females, and more women than men attributed their separations to problems with health, transportation, child care or families.

The separation rate within each racial/ethnic group ranged from 32.8 percent for Whites to 35.3 percent for Black students. Whites, Blacks, and Hispanics designated release or transfer from institutions as a reason for separating more than the other groups. Proportionately more Asian or Pacific Islander students indicated obtaining a job, obtaining a better job, and moving as reasons for leaving the program.

Separations that occurred at each entry level were discussed in Table 9 of the Program Characteristics section of this report. ESL students' most frequent reasons for separating were moving, meeting their personal objective, and obtaining a job. Beginning students were most likely to leave because they met their personal objective, were released or transferred from an institution, or because they entered another training program. Intermediate students indicated being released or transferred from an institution, meeting their personal objective, and obtaining a job as the reasons for their departure. Advanced students who left early did so because of a lack of interest, because they met their personal objective, or because of family problems.

The separation rate within each class location varied from 18.5 percent at elementary schools to 38.3 percent at county prisons. About one-third of the students attending hospitals left the program early. The reduction in the separation rate for the entire program occurred at all class locations, with the community centers and junior high/secondary schools experiencing a drop in the separation rate of about 12 percent each. Programs operating at business or work sites showed the second lowest separation rate, 19.1 percent.

As expected, many participants in institutions cited release or transfer as the primary reason for separation. More than 79 percent of all students who left county prison programs stopped attending for this reason. Enrollment in other training programs was the reason cited more frequently by students in institutions for the handicapped than by students taught at any other class location. Proportionately more students from learning centers left to take a job or because they met their personal objective. However, students from this location left more often because of a lack of interest. Nearly 40 percent of the students for which the reason for separation was unavailable attended ABE classes at a junior high or secondary school, indicating that increased follow-up at these sites is necessary.

Completions

In 1981-82, 37.8 percent of all ABE students passed their entry levels. The rate of completion for each entry level is shown on Page 8 of the Program Characteristics section. Completion rates were analyzed to determine whether they varied by age, sex, racial/ethnic group, or class location.

The completion rate ranged from 36.6 percent for the 55-64 age group to 57.2 percent for the 65 and older age group. The youngest age group (24 and younger) had a completion rate of 46.2 percent, and the 35-44 age group had a 48.0 percent rate. The remaining groups had completion rates above 47 percent. The completion rate for males was 44.5 percent, and was 50 percent for females.

Racial/ethnic groups reported the following completion rates: Native American, 59.1 percent; White, 52.5 percent; Hispanic, 38.8 percent; Black, 36.8 percent; and Asian or Pacific Islander, 36.7 percent.

Completion rates also varied by class location with institutions for the handicapped and hospitals reporting the lowest rates, 14.7 percent and 20.5 percent, respectively. Area vocational-technical schools and state or federal correctional institutions reported the highest completion rates (66.1 percent and 61.7 percent). Elementary schools, a location last year reporting one of the lowest completion rates, showed a high completion rate in 1981-82, 60.4 percent.

Impact Data

In addition to the frequency of completions, program accomplishments can be demonstrated through impact measures such as those listed in Table 14. The number of items for which impact information was collected increased two-thirds due to the changes in the federal reporting requirements that took effect this year.

Table 14
1981-82 Measures of Impact

Impact	Number of Students
<u>Educational</u>	
Improved basic skills for personal satisfaction and increased self-confidence	21,875
Improved competencies in:	
Consumer economics	9,904
Occupational knowledge	8,544
Community resources	8,473
Government and law	6,855
Health	3,700
Parenting	1,328
Were Level I (0-8) and learned reading, writing, and math skills	5,100
Passed the GED test	3,830
Learned English (if not native language)	2,943
Entered another educational or training program	2,250
GED test taken; results not received	1,689
Obtained a high school diploma	734
<u>Societal</u>	
Referred to other agencies for services	4,694
Voted for the first time	181
Received driver's license	177
Received U.S. citizenship	43
<u>Economic</u>	
Obtained a job	1,404
Obtained a better job or raise in pay	419
Removed from public assistance	332

Nearly 66 percent of all ABE students improved basic skills, 29.8 percent improved competency in consumer economics, and 5.8 percent of the students who were unemployed and available for work at the beginning of the program had obtained jobs. The percentage of students passing the GED test rose 1.1 percent from last year to 11.5 percent. It is likely that a number of the nearly 1,700 students who had not received the results of their testing when their data forms were submitted have also passed the test. Almost seven percent of the students entered another educational or training program, and 14.1 percent were referred to other agencies for needed services.

Cumulative information is available for some items. Since 1972-73, 31,049 students have passed the GED test, 10,169 have changed to or been upgraded to a better job, and 1,972 have received U.S. citizenship. In addition, 788 students have been removed from public assistance in the last two years. Since 1979-80, 917 students have received a driver's license. While these figures are cumulative, it is important to keep in mind that these figures only reflect the impact of the program on the students that has either been observed by or reported to the teacher during the program year in which the students have been enrolled. Impact that had been observed or reported at the local level after data forms had been submitted or months after the student left the program has gone unreported. In other words, the nature of the data collection procedure utilized in order to fulfill federal reporting requirements makes it difficult to accurately assess the progress made by students once the program year has ended.

This year, 4,673 student forms reported no impact data, a reduction of 19 percent from last year. It is likely that some of these students demonstrated successful program outcomes, but program staff members either did not complete this section of the data forms, or the impact occurred subsequent to forms' submission. Unfortunately, this lack of thoroughness resulted in a probable underestimate of the full impact at the statewide and local levels. Local staff members are strongly urged to complete the impact data section of every student's data form. For 1981-82, a separate page was added to the student form to notify the Division of Research and Evaluation of additional impact information about students whose impact data had already been submitted. The forms will be collected until the end of December 1982, and an updated report will be made, based on the additional information that is anticipated. The additional data should give a more accurate description of adult education in Pennsylvania.

A comparison of impact items with students' reasons for participating provided a partial measure of goal attainment. Of the 4,333 GED students who stated that they attended classes to obtain a diploma, 1,396 passed the GED test and 340 obtained a high school diploma. Although this is not a large number, it should be noted that it is characteristic of students who enroll in GED classes to set this as their major objective. However, most students are not functioning at the higher end of this 9-12 level, and hence do not obtain this objective as soon as might be expected. Instead,

the student progresses until he or she eventually takes and passes the GED test. In addition, as indicated earlier, a number of students took the GED test and had not received the results at the time their data form had been submitted. Of the 5,217 students who stated that they attended classes to improve basic skills, 2,312 of them, or 44.3 percent did so. Of the 3,750 students who participated because they wanted to improve their job prospects, 860 had obtained a job and 57 had obtained a better job or salary increase. Two hundred twenty-nine of the 2,892 students who indicated that their reason for participation was to qualify for another educational or training program entered such a program. Finally, 29 of the 54 students who wanted to obtain a driver's license passed their driver's test and received one. As stated earlier, these figures probably reflected only a portion of goal attainment that actually occurred since student objectives may have been met after their impact forms had been submitted, and could not be included.

Enrollees Not Meeting Requirements for Inclusion in the Federal Report

Enrollees with fewer than 12 program contact hours who did not report meeting their personal objective were not included in the main body of this report since federal regulations specify an official student as one who has met these criteria. Although many of those in the resulting uncounted group were indeed very early dropouts, more than 44 percent of them appeared to be serious ABE students who either needed fewer than 12 program contact hours to complete a level, or who enrolled near their program's end and were unable to receive 12 contact hours.

The proportion of all persons enrolled in ABE programs in 1981-82 who did not meet the federal criteria to be counted as students was 9.2 percent, as compared to 10.9 percent of the students who enrolled in 1980-81. This group of 3,354 persons has been found to closely resemble the population of students who were included in the main body of the report with respect to sex and those on public assistance. The proportion for race and employment varied slightly, with the proportions of Blacks and Hispanics two percent higher, and the proportion of enrollees available for work also two percent higher. Proportionately more of these enrollees entered classes held at junior high/secondary schools and fewer enrolled in learning center programs. Single enrollees commanded a 5.7 percent higher proportion in this group. The proportion of students who participated to obtain a diploma is five percent higher in this group than in the larger group, while the proportions that wanted to learn better English or improve basic skills was the same for both groups.

No information on instructional hours was given for 4.9 percent of these enrollees. The remaining participants received an average of 5.7 instructional hours. Almost 61 percent of the group received an average of two additional contact hours. Although 55.5 percent of the enrollees that could not be included were truly early separations, the remaining 44.5 percent should not be labeled as such; 29.8 percent reported completing an instructional level and 14.7 percent remained at their entry level, probably enrolling near a program's end.

The reason for separating was available for 45.8 percent of the enrollees who did not meet the federal criteria. Of these, 24.4 percent left because they lost interest, 12.3 percent separated due to a release or transfer from an institution, 11.1 percent cited "other" reasons, and 8.1 percent left due to family problems. To take a job, or to take a better job or salary increase was cited by 5.5 percent of the students in this category. Impact items showed that 35 percent of these enrollees improved their basic skills, and over 10 percent improved their competencies in government and law, community resources, and consumer economics. Although these participants were not considered official students, it is important to recognize that local programs provided them with instructional and support services totaling almost 22,000 hours, which had a positive impact on many students.

Summary

Demographic characteristics this year were similar to past years for the 33,254 students who received 12 or more program contact hours or met their personal objectives in less than 12 hours. The student population continued to be young, single, and nearly equally divided between males and females, with females slightly outnumbering their male counterparts. Although most of the participants were White, minority group members were represented in larger proportions in the student group than in the target population.

Most often, students indicated that obtaining a diploma was the reason they were participating. A student found out about the ABE program from a friend, relative, or another student more than from any other source. Human service agencies referred 12.5 percent of the students.

More than 10 percent fewer students separated prematurely this year than in the previous year. Reasons for separation were similar to previous years, with the largest numbers citing institutional release or transfer and lack of interest. Nearly 21 percent of these students reported positive reasons for separation. Both the separation rate and reasons for separation appeared to be correlated with age, sex, racial/ethnic group, and class location, continuing a trend of prior years. The completion rate also varied with each of these factors.

Although impact data collected in this fashion are not complete, they can be used to demonstrate to a great extent the effect of the program on its students. A large proportion of the students reported an improvement in basic skills and increased competencies on consumer economics, occupational knowledge, and community resources.

STAFF CHARACTERISTICS

Staff members from every ABE program were asked to complete the Staff Data Form shown in Appendix A. These forms provide information about each staff member's position in the local program and professional data including educational and employment background. Staff members from all 252 programs returned a total of 2,141 forms this year. Totals smaller than 2,141 in the following discussion reflect nonresponse to a given item by staff members who returned forms.

The number of staff positions this year increased 6.9 percent over last year. Program staff in 252 programs this year totaled 2,141 including volunteers compared to 2,003 in the 226 programs in 1980-81 and 1,770 in 237 programs in 1979-80. The average number of staff per program was 8.50 in 1981-82, 8.86 in 1980-81 and 7.47 in 1979-80. In all years, the actual number of distinct and separate staff persons is probably lower than reported, since individuals working with more than one program were asked to submit a data form for each program. There was a decrease in the ratio of students to staff members, from 19 to 1 in 1980-81 to 16 to 1 in 1981-82. The ratio of students to staff in 1979-80 was also 16 to 1.

Ninety-seven percent of the staff members were part-time, an increase of two percent over 1980-81 and three percent over the level observed in 1979-80. Three hundred sixty-nine volunteers were reported this year (an increase of 128 percent) compared to 162 in 1980-81 and 13 in 1979-80. Most volunteers were working at the primary (0-4 or APL-1) level, and most were working with literacy councils which have Section 306 funded ABE programs. As more nonprofit agencies offer Section 306 funded ABE programs and local educational agencies expand their linkage systems, the number of volunteers will probably continue to increase, as it has the past two years. Local program administrators are encouraged to submit a Staff Data Form for each volunteer.

Primary Staff Functions

Program personnel indicated which staff positions they held. If they performed duties of more than one position, program staff ranked their positions according to the amount of time spent in each one. The proportion of staff members in each category was similar to other years, with the exception of supervisor, which increased 1.5 percent. In decreasing order of frequency, the primary functions reported are shown in Table 15.

Table 15

Primary Staff Functions of Paid Staff

Staff Function	Reporting as Primary Function	
	Number	Percent
Teacher	1,085	61.5
Counselor	266	15.1
Supervisor	161	9.1
Administrator	117	6.6
Clerical Worker	109	6.2
Other Staff	25	1.4
TOTAL Reporting	1,763	99.9*

*Does not sum to 100 percent due to rounding error.

At least 331 staff members, or 15.5 percent held two positions; 52 persons held three positions and 12 reported that they carried out four or more separate functions. Again this year, counselor was the secondary position cited most often; supervisory and teaching positions were next in frequency of mention.

Table 16 shows the distribution of 1981-82 staff members by primary job function and employment status, as well as the total group employment status for the past five years. As previously mentioned, 97 percent of the program personnel reported that they worked part-time (i.e., fewer than 30 hours per week). However, more than the indicated three percent of staff members may have been full-time. Some staff were associated with two or more programs, and these persons divided their total weekly hours by the number of programs with which they worked, thereby entering this analysis as two or more part-time staff members. Nevertheless, most ABE programs operated on a part-time basis with part-time staff.

The proportion of part-time staff members increased this year for administrators, supervisors, counselors and clerical support and decreased for teachers. The largest changes were the decrease in the number of paid, part-time teachers and the increase in volunteer aides. The proportion of volunteer teachers increased 7.0 percent, and the proportion of volunteer supervisors decreased 3.9 percent. Before 1980-81, most of the volunteers reported were either administrators or supervisors, but in that year, and again in 1981-82, the majority of volunteers were in the "other" category. This reflects the encouragement of volunteer tutors to complete Staff Data Forms for the programs in which they help.

Although most staff members were paid from federal ABE funds, some received compensation from other sources. Of those who indicated their source of funding, 79.2 percent received ABE funds, 2.4 percent were paid from other sources, and 18.3 percent were volunteers. Administrators represented 49.1 percent of those paid from other funds, an increase of 21.9 percent from the previous year.

Table 16

Full- and Part-Time Status* of 1981-82 ABE
Staff and Comparison With Previous Years

Staff Function	Full-Time		Part-Time		Volunteer		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Administrator	4	3.4	113	96.6	---	---	117	100.0
Supervisor	6	3.7	155	95.1	2	1.2	163	100.0
Teacher	33	2.8	1,051	90.1	83	7.1	1,168	100.0
Counselor	7	2.6	259	97.0	1	0.4	267	100.0
Aide/Para- professional					22	100.0	22	100.0
Clerical Support	6	5.5	103	94.5	---	---	109	100.0
Other Staff	6	2.1	19	6.6	261	91.3	286	100.0
TOTAL 1981-82	62	2.9	1,701	79.8	369	17.3	2,132	100.0
TOTAL 1980-81	97	5.0	1,696	86.8	162	8.3	1,955	100.1**
TOTAL 1979-80	77	4.7	1,538	94.5	12	0.7	1,627	99.9**
TOTAL 1978-79	170	8.1	1,929	91.6	8	0.4	2,107	100.0
TOTAL 1977-78	204	9.7	1,883	89.9	8	0.4	2,095	100.0

*Staff members were considered full-time if they worked 30 hours or more per week in a single ABE program.

**Do not sum to 100 percent due to rounding error.

Compensation

Table 17 includes information about staff compensation from 1977 through 1982. The table shows the range in hourly compensation this year, the average rate of change since last year, and a comparison of average hourly wages since 1977. Compensation this year ranged from \$3.50 to \$33.21 per hour for part-time staff members and from \$3.93 to \$21.27 per hour for full-time staff.

Average compensation was higher this year in all but two staff categories--full-time counselor and part-time clerical support--both of which showed large decreases. The largest increases were in the wages of the full-time positions in the "other" category, and may reflect the type of positions represented in the category. Hourly increases ranged from an average of 1.3 percent for part-time teachers to 106.3 percent for the full-time staff reporting wages in the "other" category. This category represents less than one percent of all staff.

The average hourly rate of pay also closely reflected the highest educational level attained. As was the case in 1980-81, there is a close, but imperfect relationship, as shown in Table 18. The average compensation for graduates of technical schools is inordinately high due to an hourly rate of \$27.19 paid to a staff member in this category. Removing this person from the analysis would bring the average compensation for person at this educational level to \$5.45.

Table 17
1977-82 Staff Compensation

Staff Category	Range in \$/Hour 1981-82	Average \$/Hour					Percent of Change 1980-81 to 1981-82
		1981-82	1980-81	1979-80	1978-79	1977-78	
Administrator							
Full-Time	7.75-10.00	8.58	7.72	--	11.95	--	11.1
Part-Time	4.55-20.95	11.18	10.82	10.23	11.52	8.83	3.3
Supervisor							
Full-Time	7.75-20.00	12.63	11.90	11.14	10.86	11.18	6.1
Part-Time	3.50-25.00	11.46	10.69	10.19	9.64	9.55	7.2
Teacher							
Full-Time	5.00-21.27	11.81	10.25	9.83	9.52	9.24	15.2
Part-Time	5.00-33.21	10.14	10.01	9.22	8.88	8.72	1.3
Counselor							
Full-Time	8.00-15.90	11.47	13.74	10.02	8.94	8.25	-16.5
Part-Time	5.10-26.57	10.16	9.28	8.95	8.57	8.46	9.5
Clerical							
Full-Time	4.44-10.03	6.62	5.93	5.11	5.35	4.30	11.6
Part-Time	3.59-10.03	5.10	5.89	4.86	4.44	3.56	-13.4
Other							
Full-Time	3.93-20.72	10.52	5.10	12.05	7.22	6.89	106.3
Part-Time	3.75-10.75	5.76	6.43	6.53	4.58	6.94	-10.4

Table 18
Average Pay Rate for Each Educational
Level

Highest Educational Level Attained	Average Hourly Wage
Technical Schools	\$ 8.55
High School	\$ 5.63
GED or External Diploma	\$ 5.65
Some College	\$ 7.14
Bachelor's Degree	\$ 9.47
Master's Degree	\$10.45
Master's Degree plus coursework	\$11.07
Doctoral Degree	\$10.67

Demographic Data

As in other years, the majority of staff members were between 25 and 44 years of age, with 63.4 percent of the 1981-82 group in this age cohort. The proportion of program personnel who were 24 or younger rose for the second year in a row, clearly reversing the trend of prior years.

Table 19 compares staff distributions by race and sex for the past six years. For four of those years, 58 percent of staff members were male and 42 percent were female. In 1980-81, the proportion of females increased to 47 percent and increased again this year to 53 percent, marking the only time in this six-year period that female staff members outnumbered their male counterparts. The proportion of White staff members has declined slightly for the second straight year. The proportion of Blacks did not change, while the proportion of other racial or ethnic minorities increased from one to two percent.

Table 19
1976-82 Distribution of Staff by Sex and Race

Academic Year	Sex		Race		
	Male Percent	Female Percent	White Percent	Black Percent	Other Percent
1981-82	47	53	90	8	2
1980-81	53	47	91	8	1
1979-80	58	42	92	5	3
1978-79	58	42	90	7	3
1977-78	58	42	92	6	2
1976-77	58	42	90	7	3

Just over half of all reporting staff members and 60 percent of the staff professionals (administrators, supervisors, teachers and counselors) held a master's or higher degree. Table 20 shows the number and percentage of each staff category within each degree level.

As expected, the professionals show a concentration at the higher education levels, and a majority of the paraprofessionals and support staff are below the college degree levels. The "other" category covers all degree levels; nondegree holders comprise over 57 percent of this category. Again this year, the volunteer staff member distribution closely matches that of the "other" category. Fifty-three percent of the volunteers held one or more degree, and an additional 21.7 percent had some postsecondary education. The staff members reporting they are teachers with less than a baccalaureate degree are likely to be volunteer tutors instead.

Table 20

Highest Educational Levels Reported by Staff in Each Category

	Admin.		Superv.		Teacher		Counselor		Aide		Clerical		Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
High School	--	--	--	--	17	1.5	1	0.4	7	31.8	72	67.3	46	21.5	143	7.0
GED or External Diploma	--	--	--	--	4	0.3	--	--	4	18.2	6	5.6	10	4.7	24	1.2
Technical School	--	--	--	--	4	0.3	--	--	--	--	3	2.8	5	2.3	12	0.6
Some College	6	5.2	1	0.6	26	2.2	5	1.9	6	27.3	17	15.9	61	28.5	122	6.0
Bachelor's Degree	16	13.9	32	19.6	535	46.0	35	13.2	3	13.6	5	4.7	70	32.7	696	34.0
Master's Degree	3	2.6	36	22.1	257	22.1	68	25.6	2	9.1	4	3.7	11	5.1	381	18.6
Master's Degree Plus Coursework	86	74.8	87	53.4	298	25.6	147	55.3	--	--	--	--	9	4.2	627	30.6
Doctoral Degree	4	3.5	7	4.3	21	1.8	10	3.8	--	--	--	--	2	0.9	44	2.1
TOTAL	115	100.0	163	100.0	1,162	99.8*	266	100.2*	22	100.0	107	100.0	214	100.0	2,049	100.1*

*Do not sum to 100 percent due to rounding error.

As in the past, most staff members had worked a limited time with the adult education program. Unlike 1980-81, where 63.9 percent of the staff members worked in adult education 1 to 5 years, 68.3 percent of the staff members in 1981-82 fall into this category. The proportion of program staff who have worked 6 to 10 years fell nearly 3 percent to 19.4 percent, and the proportion that worked 11 to 15 years dropped 1.6 percent to 9.5 percent. Nearly three percent of the staff members reporting have worked with adult education more than 15 years. Almost 20 percent of all staff members report having taken courses for credit in adult education; 4.6 percent of these had taken four or more courses in adult education, but fewer than one percent (0.6) report having a degree in adult education.

In-Service Training

Staff members were asked to report the number of hours spent in locally sponsored in-service training sessions. Table 21 shows the number in each staff category attending local staff training sessions and percentages which represent the proportion of persons in each primary function staff category who reported attending these sessions. The table also shows the average number of hours these persons spent in training. Sixty-one percent of the staff members reported attendance at local training sessions, a 17.3 percent decrease from 1980-81.

Table 21

1981-82 Staff Attendance at Locally Sponsored In-Service Training Sessions

Staff Category Reported as Primary Function	Attendance		
	Number	Percent of Staff Category	Average Hours of Training
Administrator	67	57.3	7.0
Supervisor	113	68.5	8.6
Teacher	811	69.5	6.1
Counselor	174	65.2	4.8
Aide	10	45.5	7.2
Clerical	24	22.0	4.4
Other	107	37.2	8.2
All Staff	1,306	61.0	6.1

All staff categories showed decreases in the proportion of staff members attending local in-service training in 1981-82 from the previous year. The largest proportionate decrease occurred among clerical staff where the percentage dropped 34.8 points. The average time spent in training increased this year from 5.6 to 6.1 hours. One important point which is not reflected in the table is the presence of 261 volunteers in the "other" category. These volunteers representing 91.3 percent of all "other" category members, participated in an average of 9.2 hours of in-service training.

Table 21 does not reflect the full extent of participation in staff development activities as these data represent only attendance at local workshops. In addition, nearly 690 attended the regional workshops sponsored by the PDE, and almost 370 participated in Pennsylvania's annual Midwinter Conference on Adult Education. Thus, the reported amount of staff development is understated because it does not include these workshops or any outside courses staff members may be taking.

Summary

Information received from 2,141 staff members in 1981-82 reflected an increase in staff of nearly seven percent from 1980-81. The ratio of students to staff returned to 16 to 1, the same as it was in 1979-80. Job function showed an increase in the proportion of supervisors and a decrease in the proportion of administrators. For the first time, female staff members outnumbered male staff. The average hourly wage increased in most staff categories.

Nearly all the staff members were part-time, had little formal adult education training, and had been associated with the ABE program for less than six years. These factors, together with the increasing variety and quantity of adult education curricula, indicate a need for continued staff development. Effective in-service training can help to maintain awareness of current materials and techniques for working with adult students.

ABE PROGRAM NARRATIVE

In addition to the quantitative student and staff data described thus far, ABE program administrators provided qualitative data about their programs in the following areas: 1) advisory groups, 2) methods of increasing enrollments and/or retention rates, 3) the availability of support services, 4) service to special groups, 5) materials and curricula for adult functional competency, 6) special delivery systems and/or innovative projects, 7) major problems and successes and, 8) methods used to determine participants' educational functioning levels. This information was obtained from the Program Data Form found in Appendix A.

Advisory Groups

Although local programs are not required to have advisory councils, the Pennsylvania Adult Education State Plan suggests their use, and in 1981-82 30.4 percent of the directors reported that their programs had such committees. In the previous year 33 percent of the directors reported that their programs had such committees.

Recruitment/Retention

Table 22 shows the extent to which programs had undertaken specific measures to increase enrollments and/or retention rates. Although all five measures were used to some extent, flexible scheduling of classes (convenient class schedule, open entry classes, etc.) was in greatest use by both the community-based and institutional programs to increase enrollments/retention, with 93.6 percent of the programs reporting some or very much use of such measures. Convenient location of classes was in the next widest use in institutional programs, while referral agreements with other agencies ranked second among community-based programs. Some of the agencies or institutions the ABE programs had referral agreements with included local school districts, CETA, the Office of Vocational Rehabilitation, the Bureau of Employment Security, senior citizen centers, the Department of Public Welfare, local industries, police and drug and alcohol rehabilitation programs, community groups, literacy councils, churches and institutions of higher education. In addition, many directors reported the use of efforts other than the five given in Table 22 to increase enrollments/retention. A few of these measures included taking field trips, having guest speakers, providing job placement counselors, awarding diplomas, calling students who are absent, providing individualized instruction, and providing tutors or other support services. The special services provided by two programs were described as follows:

Our Voter Education Programs won accolades from staff and administration of the hospital. Because every resident is entitled to vote and it is his/her right, we set up a voter education program that enabled the residents to understand their rights and the actual mechanics of casting their ballots. After a discussion and filmstrips on voter registration, the residents are accompanied to the courthouse to register to vote. Then the study of candidates is explored. We visited the Capitol to see the legislators at work and talk to our own legislator.

Table 22
Measures Taken To Increase Enrollments/Retention

Measures Taken	Rating of Use	Institutional Programs		Community-Based Programs		All Programs	
		N	%	N	%	N	%
Flexible scheduling of classes	Very Much	39	61.9	101	53.4	140	55.6
	Somewhat	16	25.4	80	42.3	96	38.1
	Very Little	3	4.8	7	3.7	10	4.0
	Not at All	5	7.9	1	0.5	6	2.4
Mean Rating		2.4		2.5		2.5	
Referral agreements with other agencies, or- ganization or individual	Very Much	34	54.0	101	52.9	134	53.2
	Somewhat	10	15.9	69	36.5	79	31.3
	Very Little	12	19.0	8	4.2	20	7.9
	Not at All	7	11.1	12	6.3	19	7.5
Mean Rating		2.1		2.4		2.3	
Public relations campaign	Very Much	17	27.0	85	45.0	102	40.5
	Somewhat	23	36.5	88	46.6	111	44.0
	Very Little	13	20.6	8	4.2	21	8.3
	Not at All	10	15.9	8	4.2	18	7.1
Mean Rating		1.7		2.3		2.2	
Convenient location of classes	Very Much	36	57.1	89	47.1	125	49.6
	Somewhat	13	20.6	64	33.9	77	30.6
	Very Little	5	7.9	21	11.1	26	10.3
	Not at All	9	14.3	15	7.9	24	9.5
Mean Rating		2.2		2.2		2.2	
Provision of support services	Very Much	20	31.7	39	20.6	59	23.4
	Somewhat	25	39.7	80	42.3	105	41.7
	Very Little	8	12.7	46	24.3	54	21.4
	Not at All	10	15.9	24	12.7	34	13.5
Mean Rating		1.9		1.7		1.8	
Other	Very Much	19	30.2	44	23.3	63	25.0
	Somewhat	4	6.3	18	9.5	22	8.7
	Very Little	4	6.3	12	6.3	16	6.3
	Not at All	36	57.1	115	60.8	151	59.7
Mean Rating		1.1		1.0		1.0	

*Ratings ranged from 0 (Not at All) to 3 (Very Much). Therefore, a mean rating of 2.5 suggests considerable use and a mean rating of 1.0 suggests very little use.

We had a mock election complete with machines loaned by the Dauphin County Bureau of Elections. On election day the hospital provides a bus to the polling place. The resident casts his/her ballot and feels more a part of "normal" society.

We have daily remedial reading instruction. The students made great strides in reading and the class became so popular that there was a waiting list to get in (the class).

Availability of Support Services

Table 23 shows the support services provided by the ABE programs in 1981-82. All of the programs provided counseling services. The greatest proportion of the programs (95.6 percent) provided academic counseling. Eighty-seven percent of the programs provided vocational counseling and 82.9 percent provided personal counseling. These figures indicate slight decreases in the distribution of programs which provided academic and personal counseling in 1980-81, but a 4.7 percent increase in the distribution of programs providing vocational counseling. This appears to be an adjustment that was made as a result of the current high unemployment rate. Students in the 1981-82 programs received an average of 3.8 hours of counseling. In addition, the classroom teachers provide many hours of academic and personal counseling, and many programs provide counseling services through linkages with other agencies.

Table 23
Provision of Support Services

Service	1981-82							
	Institutional Programs		Community-Based Programs		All Programs		1980-81 ^a	
	N	%	N	%	N	%	N	%
Academic Counseling	60	95.2	181	95.8	241	95.6	219	96.5
Vocational Counseling	51	81.0	167	88.4	218	86.5	186	81.9
Personal Counseling	45	71.4	164	86.4	209	82.9	196	86.3
Placement Services	19	30.2	83	43.9	102	40.5	42	18.5
Job Training	25	39.7	40	21.2	65	25.8	39	17.2
Child Care	5	7.9	30	15.9	35	13.9	7	3.1
Transportation	5	7.9	25	13.2	30	11.9	20	8.8
Bilingual Instruction	3	4.8	16	8.5	19	7.5	NA	NA
Other	0	0.0	6	3.2	6	2.4	NA	NA

^aFigures are based on the 227 of the 254 programs for which data were available.

NA = comparable data was not available

Table 23 also shows that many Section 306 sponsors offered other support services, such as job training and child care. The data show increases in the provision of all services over 1980-81. Some of the services, though, were not applicable to institutional programs. In addition to the services listed in Table 23, some of the other support services provided were GED testing, pre-GED testing, tutors, paralegal counseling, citizenship preparation classes, speech therapy, on-site college courses, dial-a-teacher assistance, homebound instruction, parole programs, instruction on how to study, translators, driver education, and special services for the deaf and blind.

Service to Special Groups

All of the institutional Section 306 programs (63) serve special target groups such as the handicapped, elderly, incarcerated and least-educated. These classes served 6,035 students in 1981-82. In addition, 97 percent of the 189 community-based programs reported efforts to serve (increase enrollments, provide support services, etc.) special groups. The most frequently mentioned efforts were establishing linkages with other agencies or organizations (67) and targeting public relations efforts to special groups (53). Some other efforts to serve special groups included providing barrier-free class sites, transportation for the handicapped and older adults, bilingual teachers and tutors, satellite classes for adults who are unable to travel, special materials for blind or deaf students, and homebound instruction for adults unable to attend the regular classes. In addition, all of the ESL classes serve limited English-speaking adults. The following description communicates the diversity of special groups one community-based GED program served and the cooperation with other programs as well.

Our program served all special groups. The handicapped were served in the elementary school. Older adults, through the cooperative services of the county area agency on aging, were placed in appropriate learning situations both as students and volunteer instructors. In addition, our ESL classes served students from 22 different countries, and many young (age 17-19) dropouts received an education while they matured sufficiently to acquire job skills and then actively seek employment.

Materials and Curricula for Adult Functional Competency

Local ABE programs are not required to implement adult functional competency curricula. However, the Division of Adult Education and Training Programs strongly urges that they do so to enable all adults to acquire the basic skills necessary to function in society. This need is illustrated by the adult functional competency assessment which was conducted in Pennsylvania in 1979. That study showed that Pennsylvania contains approximately 10 percent more adults who are functionally incompetent than the nation as a whole. More specifically, the study indicated that approximately 29.8 percent of the adult population in Pennsylvania (2.64 million adults) have "a lack of competence which constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability."¹ Another 23.5 percent of the adult population, or a projected 2.09 million adults, were identified as marginal in ability to function effectively in society.

¹ A Needs Assessment of Adult Basic Competencies in Pennsylvania. Southwest Educational Development Laboratory, Austin, Texas. August, 1979, p. 77.

All ABE programs deal with the basic skills, such as reading, writing, speaking and computing, needed to function effectively as adults and in that sense all incorporate adult functional competency curricula. In addition, 98 percent of the Section 306 programs reported use of specific functional competency materials and/or curricula. Many of these programs used teacher-made materials, newspapers, magazines such as "The Adult Student," and other materials from daily life, such as menus, phone books, job application forms, IRS forms and classified ads in teaching life skills. The staff of one of these programs had developed a resume kit, creative writing materials, voting, map and nutrition units, a job application kit, a current events activity kit, and other life-skills materials. A wide variety of texts and instructional materials from more than a hundred publishers were also used to teach functional competency skills. Some of the most frequently mentioned publishers were Steck-Vaughn, Cambridge, Contemporary Books, Inc., Science Research Associates (SRA), McGraw-Hill, Laidlow, Follett, Continental Press, Harcourt Brace Jovanovich, New Readers Press, and Barnell Loft, Ltd. In addition, educational games, reading machines, films, tapes, overheads, and a variety of other audiovisual materials were used as aids in teaching life skills.

Special Delivery Systems/Innovative Projects

Eighty-three percent of the administrators of the programs funded under Section 306 of the Adult Education Act in 1981-82 reported that their programs had undertaken special delivery systems and/or innovative projects. All, however, were not necessarily new systems or projects undertaken during the past year.

Ten administrators reported that their programs had undertaken innovative projects funded under Section 310 of the Adult Education Act (Special Experimental Demonstration and Teacher-Training Projects). These projects included developing videotaped instructional materials, microcomputer instructional systems, a telephone instructional program and dial-a-teacher service, special instructional materials for blind and deaf students, a voter education program and a patients' rights curriculum, and providing employability skills workshops. In addition, one project developed a rural delivery model utilizing the existing community resources described below.

- Local Centre County Library and Bookmobile--used to deliver self-paced, self-scored ABE materials to 139 adults who could not attend ABE classes.
- Transit Authority Meals-on-Wheels van and Area Agency on Aging Citizens Centers--used to deliver specially-developed/adapted life coping skill packets to over 480 adults who could not attend classes.
- Mid-State Literacy Council Volunteer Tutor Corps--used to provide at-home tutoring services to 125 Adult Basic Education students in need of one-to-one instruction.

- Centre Daily Times Newspaper--used to disseminate a newspaper GED home-study course utilized by 138 adults.
- WPSX educational television channel--used to provide a televised home-study GED program to 30 adults.

A description of all 310 projects funded in 1981-82 can be found in Appendix D.

Innovative teaching methods and/or curricula were mentioned by many program directors who described special delivery systems. Twenty-one programs reported innovative uses of individualized instruction. This was accomplished using a variety of tools or techniques including computers (five programs), reading machines (two programs), and individualized learning packets/kits (six programs). Another program developed a language laboratory for ESL students. In addition, 12 programs used volunteer or peer tutors in their individualized programs. One such program was described as follows:

Our delivery system is based on individualized tutoring. Each individual is tested and a planned program of instruction is provided for each student. This enables the student to work at his/her own pace to reach his/her own goals. In addition, our program has developed a linkage system with the Adult Literacy Program in our county. Individuals who are tested and fall below the 5th-grade level are referred to the Adult Literacy Project for 0-4 instruction. After completing this instruction, students are referred back to us for the instruction through grade 12 and GED testing. This system provides for an adult basic skills educational system that covers students from grade levels one to 12.

Twenty program directors reported that their special delivery systems and/or innovative projects involved establishing linkages and/or coordination with other agencies/services. One program worked with employers from local banks, insurance companies and health care and educational institutions to develop a curriculum which integrated job training and ABE goals. Another program provided instruction financed by local industries. In addition, some programs established linkages with several different agencies. One such program is described below.

This year our delivery system included classes which were financially supported by local industries. Other classes were held in conjunction with a CETA work experience program, with financial support as well as transportation and child care provided by CETA. Classes were also held for the Office of Welfare, which provided financial support to the participants. In addition, a local social service agency provided us with aides paid through Title XX funds and volunteers, and our second industry education program provided two ESL classes for the employees who needed language and life skills to increase their job competence.

A number of programs reported that their special delivery systems involved special activities such as field trips (nine programs) to places such as the library, local businesses and planetarium, awards dinners and/or graduation celebrations (five programs), and social events such as Christmas and international banquets. In addition, eight programs used guest speakers. One of these programs had individuals who were successful in their jobs speak to the classes and devoted some class time to discussing job interviews. Some other special activities included workshops on a variety of topics such as voter education, poetry, metrics, parenting and the study of various cultures.

Seventeen programs reported special delivery systems/innovative projects related to career readiness, exploration or training in 1981-82. This appears to be a response to the current high unemployment rate and economic conditions. One of these programs began a class in job finding, and conducted and taped mock interviews. Various other situations encountered in finding and starting a new job were also simulated. Another program utilized the Pennscript career information system and a third initiated a job readiness program to prepare inmates who are within a short time of being paroled for employment. In addition, 15 programs reported innovative projects or delivery systems involving life skills or adult functional competencies. One of these programs had a Spanish Life Skills Education Specialist bring weekly presentations to the students on topics such as nutrition, family planning, citizenship, personal health care, driver education and drug and alcohol addiction. The director of another program which had implemented an APL-based program reported that it lent itself well to the open entry/open exit concept. A third director noted that area school districts had awarded their diplomas to the program's APL graduates.

In addition to the projects/delivery systems already mentioned, 15 programs reported the use of audiovisuals such as videotapes and filmstrips, five introduced use of the television, four had developed instructional centers, 12 had implemented special counseling programs (including one follow-up educational counseling program for GED graduates) and six reported special assessment programs. One example of such a program was described as follows:

Our staff initiated a total evaluation program, support and reporting system in which the Western Center component staff generates information about each student at their regular meetings. This information (educational) indicates the area(s) of greatest need of the resident (based upon the student's goal-plan). The ABE staff then generates an individualized educational program for each student leading to a training program, employment or a group home. The resident is evaluated 3 times per year.

Major Problems

Table 24 shows the ABE program directors' responses to the statement, "Describe the major problems encountered during this program" for the past six years. The most significant finding is that in 1981-82 the greatest proportion of the directors reported no major problems. The second most frequently mentioned response, and greatest problem reported, was insufficient funding. Moreover, this impacted in most other areas of the programs, including staffing, number of students served, quality of service, program duration, availability of instructional materials, recruitment and physical plant. One respondent noted, "Our major problem is the lack of adequate funding to provide classes for the individuals on our waiting list. As of May 30, 1982 we had 300 people on our waiting list." Many other directors reported that they were not able to serve all of the adults who wanted to participate in the programs. Other programs which were attempting to serve more students than they normally would reported overcrowded classes, shortages of books and other instructional materials and/or that they needed additional staff such as aides, ESL teachers and counselors in order to effectively handle the large classes and diversity of student abilities, ages and backgrounds.

Table 24
Major Problems Encountered by ABE Program Administrators

	Percent of Respondents					
	1981-82	1980-81	1979-80	1978-89	1977-78	1976-77
No major problems	37	38	28	29	22	27
Insufficient funding (affects staffing, number of students served, program duration, etc.)	19	14	25	29	21	35
Retention	9	11	10	7	14	20
Physical plant difficulties	7	6	7	9	4	11
Poor weather	7	2	-	14	18	22
Attendance	6	8	9	43	41	33
Transportation (includes cost of gas)	6	6	9	14	13	4
Need for more teaching time, fewer paperwork demands	4	3	-	7	7	16
Institutional transfer or release	4	5	7	14	13	4
Recruitment	1	6	12	11	29	22
Lack of cooperation by local authorities or other agencies	1	2	1	12	4	19
Inappropriate teaching materials	-	-	5	-	-	-
Miscellaneous problems	12	13	18	11	5	11

The second most frequently mentioned problem was retention, as in 1980-81. Several directors in the rural areas of the state reported that many students were enthusiastic until the winter weather sets in, while others indicated that students became discouraged after the initial "glow" had worn off. In addition, one director attributed the difficulty in retaining students during the past year to the economy and noted that jobs were the number one priority for many students in 1981-82.

Facilities ranked as the third major problem during the past year. One director reported the building used by the program was sold shortly after the program moved in. Another cited lack of facilities accessible to the handicapped, and several reported that they had only one room for the program and that it could not accommodate all the students and serve all purposes such as counseling and teaching. Other problems included lack of transportation, particularly in rural areas, the severe winter weather in 1981-82 and the need for additional time for counseling, teaching and other services. Institutional programs reported that institutional transfer or release was also a major problem and patients/inmates presented other unique problems such as physical/mental health and security. In addition, two respondents reported that late notification of program funding had caused major problems. Lastly, one director cited the requirement that all classes must serve 15 adults as a major problem and felt that it precluded providing optional service since some students can do well in larger classes while others need smaller classes and more personal help.

Program Successes

Over 90 percent of the program directors reported major successes during 1981-82. Most of the successes were related to the achievements of the students, which is an indication of the impact of the program. The details of the impact data in terms of numbers of programs and students served are given in the preceding sections of this report. The following selected comments from the program directors support those data and add the qualitative prospective of the program directors.

Practically all students achieved their educational objectives as determined at the beginning of program.

As a result of the classes, five students received a driver's license, six obtained a job, five obtained a better job, and twenty passed the GED test.

Our success as an educational program is measured not just by the increasing numbers of students taking and passing the GED test but also by the achievements of individuals in the program. One of our Hispanic students who came three years ago to our program unable to read English was a finalist this year for Adult Student of the Year Award. Five students had articles, poems or essays published in the Adult Student Magazine. One woman reported that when her father saw her check for the article, he "just cried.";

ten students who completed and passed their GED test have entered or plan, in September, to enter training or college programs.

The magic that occurred in the classroom itself was wonderful-- the reverence for knowledge; the patience displayed towards those who were on a lower educational level; and, the mind was stimulated and exercised in learning activities. It gave the people dignity, worth and purpose.

In addition to comments such as those above, there were many quantitative reports such as, "We have 22 students who will be awarded a local diploma in June," "93 percent of our students passed the GED test," "four prisoners took and passed the GED test," and "we were able to place 85 percent of our students in jobs or vocational skills programs." However, some successes created problems, since success creates demand and the demand for programs often exceeded the ability to supply the needed services. Two examples were:

The students exhibited a high level of enthusiasm and very good attendance. These are very positive factors but they created a high pupil-teacher ratio.

Successes: Patient demand for educational opportunities has exceeded our ability to provide such services.

In addition to the students' achievements, some of the directors reported successes in program delivery such as the use of computers or carpooling. Other successes included linkages and community support. Some of the comments about these successes were:

We have had a linkage agreement with the local Affirmative Action Council for several years. They recruit students into ABE and GED classes and provide funding for those students in skilled areas after they complete the GED.

Support from broad segments of the community including the private sector has enabled this program to provide services on a most cost-effective scale.

The entire program at Teen Challenge can be characterized as a major success. The need for education for these clients was so great that officials there feel as though our classes play a major role in their clients' "recovery." The major problem that exists is that there is such a need that our funding just does not allow us to provide enough instruction.

Successes: Successful implementation of ongoing evaluation and assessment procedures resulted in being able to provide highly individualized instruction.

Lastly, one program director reported that his program's facilities, administration, organization and teaching staff were all excellent and that "this year, as in the past, we are thankful for the excellent

leadership on the state level"; and another stated that meeting the challenges of providing opportunities for adults to improve the quality of their lives was the program's biggest success.

Student Assessment

The ABE programs reported use of a wide variety of methods to determine participants' educational functioning level. Most used a combination of methods including standardized achievement tests and teacher/counselor evaluation. The most commonly used standardized test was CTB/McGraw Hill's Test of Adult Basic Education (TABE). This was followed by the Wide Range Achievement Test (WRAT), published by Guidance Associates. Other standardized tests which were used by five or more programs included the Stanford Achievement Test, the GED Pretest, the Adult Basic Learning Exam (ABLE), and the APL Test. In addition, many programs used local assessment tests and/or selected batteries from several standardized tests. Some programs also used IQ tests. However, a number of programs did not use any type of formal testing. One of these programs reported, "We stopped using tests several years ago because of the negative impact. Now we rely on our staff, which has an average of more than 12 years experience, to determine students' placement through interviews and classroom contact."

Summary

The cooperation with other agencies, efforts to increase enrollments and retention, special efforts to serve special target groups, infusion of adult competency curricula into the programs and diversity of special projects suggest that the administrators of the Pennsylvania Adult Basic Education programs are committed to and making progress toward achieving the goals of the Adult Education State Plan. The problems these administrators encountered, most notably insufficient funding, often hampered their ability to provide all the services that were needed, but many administrators indicated that they were seeking innovative ways to overcome these problems. Meeting these challenges has been the program's greatest success.

SUMMARY

In 1981-82, Pennsylvania's adult basic education program served 33,254 students through 252 programs. The number of programs and students decreased from the previous year, and programs were available in all previously served counties, except Juniata County. Also institutional programs were provided in Adams and Snyder counties, which did not have institutional programs the previous year. In all, adults in 57 of the 67 counties have access to ABE/GED programs. In addition, 35 programs extended their services into previously unserved regions but did not extend into unserved counties.

Although enrollments decreased this year, there was an increase in the completion/retention rate. Further, the separation rate for students who received less than 12 program contact hours without obtaining their personal objective also decreased. A declining rate of completions and an increasing rate of early separations for beginning students was observed. Special efforts should be considered to serve this group of adult learners.

The majority of students were young, single, and unemployed. Males and females are nearly equally divided in the student group. Although the proportion of White students continued to increase, the relative enrollments for special target groups (Blacks and Hispanics) were nevertheless higher this year than their corresponding proportions in the target population. Over 42 percent of all students enrolled because they wanted to obtain a diploma and 12.5 percent were referred to ABE programs by a social service agency.

Over 47 percent of all students completed their entry level. Native Americans reported the highest completion rate (59.1 percent) and Asian and Pacific Islanders reported the lowest completion rate (36.7 percent). Nearly six percent of the students who were unemployed at the beginning of the program were employed at its end, 11.5 percent of all students passed the GED test and nearly seven percent enrolled in other educational or training programs.

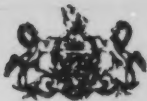
Staff characteristics have remained the same for the last few years. Again this year, most staff members are employed on a part-time basis and hold a master's or higher degree. Most staff members have worked a limited time with the adult education program, but an increase in years of experience is becoming evident. The limited experience in adult education of a majority of staff members illustrates the need for emphasis on staff development activities.

Teaching was the primary staff function, and the proportion of persons in each job category has been consistent except for "other" which has increased significantly with volunteers who have been encouraged to complete the Staff Data Form. This increase is due to the availability of Section 306 funds to nonprofit agencies which make use of many volunteer tutors. As more agencies offer programs, the number of volunteers will probably continue to increase.

Program administrators undertook various methods of improving their educational delivery systems, increasing enrollment and retention, and serving special target populations. However, insufficient funding often hampered their ability to provide all the services that were needed. Many administrators indicated that they were seeking innovative ways to overcome these problems.

The statewide program which operated in 1981-82 was the last program conducted under the Adult Education State Plan, 1980-82. Beginning with the program operating in 1982-83, efforts will be shifted to accomplishing the Adult Education State Plan, 1983-85, which has been formally approved by the U.S. Department of Education.

APPENDIX A
SURVEY INSTRUMENTS



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET, P.O. BOX 911
HARRISBURG, PA. 17106

To the ABE Program Administrator:

This packet contains the program, student, and staff forms for the July 1, 1981-June 30, 1982 annual survey of the statewide Adult Basic Education Program. The data you supply will fulfill the federal reporting requirements of the Adult Education Act and provide planning and management information for Pennsylvania state programs.

It is essential that the information you give us be as complete as possible for all questions asked, because program renewals or continuation funds are partially dependent upon the promptness and completeness of your responses. If you do not have all the required information for every student and staff member associated with your program, please provide all available information.

You will receive one survey packet for each program you direct during the 1981-82 fiscal year. Each packet refers only to the program specified on the Program Data Form. A survey packet contains the following forms:

1. ABE Directory Card This card includes two labels identifying your program and will be used to verify program information. Check this card for accuracy, make all necessary corrections, and mail it to the Bureau of Research and Evaluation as soon as your program begins.
2. Individual Student Data/Intake Forms (green) (This form is explained by separate instructions, which are also green.) A student form must be completed for every enrollee in your program. When a student enrolls in more than one program, a separate student form must be completed each time the student enrolls.

Section One (Side One) should be completed at the initial intake interview. Since this section contains data which must be collected at the start of your program, the first copy must be detached and sent to the Bureau of Research and Evaluation as soon as the student enrolls.

When the program ends, the remainder of the form (Section Two) should be completed and Copy Two should be sent to the Bureau of Research and Evaluation.

The second sheet, Change in Status Form, is optional. It is for your use in reporting additional impact data after the program has ended.

3. Individual Staff Data Form (yellow) (Instructions are on the back of this form.) Except for the section on in-service training, fill out this form at the start of the program, and send Copy One to the Division of Adult Education (address above) when the program begins. A separate form must be completed for each program in which a staff member works. Volunteers are considered staff members, and should complete staff data forms.

At the end of the program, the in-service data should be filled in on the remaining copies, and Copy Two should be sent to the Bureau of Research and Evaluation.

4. Program Data Form (pink) This form identifies your program. After verifying the identification data, please complete Part Two, which requests information concerning your program's operation. Mail this form to the Bureau of Research and Evaluation at the end of the program.

All forms must be mailed within 30 days following the end of a program. Programs ending any time after June 15 must send in their forms by July 15.

Financial data are to be recorded on Form DEBE 1360, which is part of the program close-out package. The completed form should be sent directly to the Division of Adult Education.

If you have any questions regarding these forms, please call Grace Lavery or John Cica, 717-787-4860, or write them at the Bureau of Research and Evaluation (address above).

A report summarizing the 1981-82 ABE program data will be sent to you in November, 1982.

Sincerely,

John Christopher
John Christopher, Chief
Division of Adult Education and Training Programs
Pennsylvania Department of Education

REMINDER SCHEDULE

At the start of program, mail:

to Bureau of Research and Evaluation

- ABE Directory Card
- first page of green Student Form for every enrollee

to Division of Adult Education

- Copy One of yellow Staff Forms

At end of program, mail:

to Bureau of Research and Evaluation

- Copy Two of green Student Forms
- Copy Two of yellow Staff Forms
- pink Program Data Form

to Division of Adult Education

- Form DEBE 1360

IMPORTANT: DO NOT DISCARD

1981-82 ABE PROGRAM DATA FORM

PART ONE: PROGRAM IDENTIFICATION

Please check the accuracy of the labels below. Make any changes on the enclosed ABE Directory card and return the card to the Bureau of Research at the beginning of your program. This Program Data Form should be sent to the Bureau of Research and Evaluation, 333 Market Street, Box 911, Harrisburg, PA 17106 at the completion of your program.

PART TWO: PROGRAM OPERATION (Attach additional pages as necessary)

1. Please indicate the number of daytime and evening classes (not class meetings) for each county in which this program operated. Define a class as a group of students meeting regularly.

County	Number of daytime classes	Number of evening classes
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Is any part of this program operating in a previously unserved region? _____ yes _____ no
3. Does your program have an advisory group? _____ yes _____ no
4. To what extent has your program undertaken the following measures to increase enrollments and/or retention rate?

	Not at all	Very Little	Somewhat	Very Much
Public relations campaign	0	1	2	3
Referral agreements with other agencies, organizations, or individuals	0	1	2	3
Provisions for support services (transportation, counseling, child care, etc.)	0	1	2	3
Flexible scheduling of classes (convenient class schedules, open entry, etc.)	0	1	2	3
Convenient location of classes (multiple locations, transportation provisions, etc.)	0	1	2	3
Other (e.g., use of recruiter)	0	1	2	3

(Specify)

Please discuss the success of these measures.

Program Number: _____

Program Sponsor: _____

5. Which of these support services do you provide for your students: (Ignore those not applicable to your programs.) Please check the services you provide.

Academic counseling	_____	Transportation	_____
Vocational/career counseling	_____	Child care	_____
Personal counseling	_____	ESL instruction	_____
Job Training	_____	Bilingual instruction	_____
Placement services	_____	Other (specify)	_____

6. What efforts have you made to serve (increase enrollments, provide support services, etc.) special target groups such as the handicapped; older adults, limited English speaking adults, least educated adults, etc.?

7. List the adult functional competency instructional materials and curricula used in your program.

8. Describe any special delivery systems and/or innovative ABE projects your program has undertaken this year.

Delivery Systems:

Innovative Projects:

9. Describe major problems and/or successes encountered during this program.

Problems:

Successes:

10. Describe the methods used to determine a participant's educational functioning level.

**PENNSYLVANIA DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION**

Program No. _____

(06-11)

Fiscal Year 1982

(12-13)

DEAS-1968 (4/81)

1501**STAFF DATA FORM**

This form should be completed for all staff members associated with this program. The program number, identified on the Program Data Form, must be filled in on every Staff Form. If you work in more than one program, you must complete one form for every program in which you are working. For example, if you are an administrator of six programs, you should complete six separate forms, regardless of your degree of involvement with each program. It is very important for you to report all staff information on a program-by-program basis.

Do not complete this form if you worked on a substitute basis only.

Copy One of this form must be mailed to the Division of Adult Education, Pennsylvania Department of Education, 333 Market Street, Box 811, Harrisburg, PA 17108, at the start of the program, as soon as Session One is completed.

Copies Two and Three should be retained until the program's termination. At that time, complete Section Two (in-service training), and Copy Two to the Pennsylvania Department of Education, Bureau of Research and Evaluation, 333 Market Street, Box 811, Harrisburg, PA 17108 along with your completed Program and Student Forms, and keep the third copy for your records.

It is essential to read the instructions on the reverse side before completing this form.

SECTION ONE: STAFF IDENTIFICATION

(14-22)

1. Name _____ Last _____ First _____
2. Social Security Number _____
3. ABE/GED Program Address:
Name of Institution/School _____
Number and Street _____
City, County & Zip Code _____
Telephone _____
4. Race (see instructions) ☐ (23) 5. Sex ☐ M ☐ F (24) 6. Age ☐ (25-26)
7. Present position(s) in ABE/GED (see instructions for codes - do not check):
☐ 1. Administrator (27) ☐ 3. Teacher (29) ☐ 5. Aide/Paraprofessional (31) ☐ 7. Other (specify) (33)
☐ 2. Supervisor (28) ☐ 4. Counselor (30) ☐ 6. Clerical/Support (32)
8. Place a check next to the highest academic level you have completed: (34)
☐ 1. Traditional High School Program Diploma ☐ 3. Technical School Diploma ☐ 5. Bachelor's Degree ☐ 7. Master's Degree-Plus
☐ 2. GED or External High School Diploma ☐ 4. Some College, But No Degree ☐ 6. Master's Degree ☐ 8. Doctorate
9. Have you taken any credit courses in adult education? (35) ☐ 1. Yes ☐ 2. No
10. If yes, have you (check only one answer): (36)
☐ 1. Taken one to three courses? ☐ 2. Taken four or more courses? ☐ 3. Received a degree in adult education?
11. Please indicate if you are a member of any professional adult education organization(s):
☐ 1. Member of state organization(s) (37) ☐ 2. Member of national organization(s) (38)
☐ 3. Not a member of any professional adult education organization. (39)
12. How many years, including present year, have you worked with ABE/GED programs? ☐ (40-41)
13. At which level do you do most of your ABE/GED teaching? (42)
☐ 1. ESL ☐ 2. 0-4 or APL 1 ☐ 3. 5-8 or APL 2 ☐ 4. 9-12
14. Average number of hours per week you will work in this program: ☐ (43-44) (See Instructions)
15. Staff compensation: (45) (See Instructions)
 Are You ☐ 1. Paid from funds received from ABE Section of Department of Education? ☐ 2. Paid from other sources?
☐ 3. A volunteer?
16. Hourly rate of pay: Dollars Cents (46-49)

SECTION TWO: STAFF IN-SERVICE TRAINING

17. Please indicate which of the following staff development activities you attended during this program:
☐ 1. Regional workshops sponsored by or through the state ABE office. (50) ☐ 3. Locally sponsored in-service training. (52)
☐ 2. Mid-Winter conference. (51) ☐ 4. Other _____ (Specify) (53)
18. Number of hours you spent at locally sponsored in-service training sessions during this program. (54-56)

COPY THREE - RETAIN THIS COPY FOR YOUR RECORDS

PENNSYLVANIA DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION
INSTRUCTIONS: STAFF DATA FORM

You are being asked to complete these Staff Data Forms as part of the Department of Education's annual survey of ABE programs in the Commonwealth. Please note that Copy One of each form must be sent to the Adult Basic Education Section (Harrisburg) at the start of this program.

Below are instructions for filling out the STAFF DATA FORM. The instructions are numbered to correspond to the item numbers on the form.

Program Number

The number for this program, assigned by the Harrisburg ABE Section, is found in the Program Data Form, and should be printed in the upper right corner of the Staff Form.

I. SECTION ONE: STAFF INFORMATION

4. Race - Select one category from the list below and enter the corresponding digit in the available space. Conform as closely as possible to the definitions listed below. However, you may be included in the group to which you appear to belong, or with which you identify. **SELECT ONLY ONE CATEGORY.**
 1. American Indian or Alaskan Native - a person having origins in any of the original people of North America. This category includes American Indians, Eskimos, and Aleuts.
 2. Asian or Pacific Islander - A person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
 3. Black - A person having origins in any of the Black racial groups.
 4. Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
 5. White - A person having origins in any of the original people of Europe, North Africa, or the Middle East. Do not include persons of Hispanic origin.
 6. Other.
7. Present Position(s) in ABE - Place a "1" next to the staff position in which MOST of your time is to be spent during the program, a "2", "3", and so on next to any other staff positions which you hold in this program.
14. You may be working in more than one program - It is important to enter on this form only the hours worked weekly in this program.
15. Paid - Check "1" if any of your compensation comes from funds received by this program from the ABE Section of the Department of Education.
- Check "2" only if none of your compensation comes from the above described funds.
Volunteer - Check "3" if you receive no compensation whatever for work in this program.
16. Hourly rate -
 - a. If you are not paid on an hourly basis, please estimate the hourly rate.
 - b. Enter the hourly rate in dollars and cents.

Thank you.

INSTRUCTIONS: 1981-82 STUDENT INTAKE/DATA FORM

The Student Intake/Data Forms are designed: (1) to provide you with useful program control information and (2) to provide the state office with required data for federal reporting forms.

In filling out these forms, you are making four copies. A ball point pen makes the best handwritten copies. PLEASE PRESS DOWN FIRMLY.

The instructions below are numbered to correspond to the item numbers on the Student Intake/Data Form. Instructions are given only for those items requiring clarification. Should you have any questions about these forms, or need additional forms, please call Grace Lavery or John Cica at 717/787-4860 (Division of Research and Evaluation, Pennsylvania Department of Education).

PROGRAM NUMBER

The number for this program, identified in the Program Data Form, should be printed in the upper right corner of the Student Form.

I. SECTION ONE: STUDENT INTAKE INFORMATION

1-5. Name and address information is to help you keep your own records. If case number or other designation is more useful to you, please use it. In this part the state needs only two pieces of information about the student: county of residence and social security number. If county of residence is not otherwise available, please fill in the county where the class is located. If student has no social security number or refuses to divulge it, mark NA (not available) in that space, but make an effort to obtain it before giving up.

7. Age - State age at time of first class attended during the fiscal year. If student refuses to give age, teacher or counselor may give his/her best estimate.

8. Race - Select one category from the list below and enter the corresponding digit in the available space. Conform as closely as possible to the federal definitions listed below. However, a student may be included in the group to which he/she appears to belong or with which he/she identifies.

SELECT ONLY ONE CATEGORY.

- 1 - American Indian or Alaskan Native - A person having origins in any of the original people of North America. This category includes American Indians, Eskimos, and Aleuts.
- 2 - Asian or Pacific Islander - A person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
- 3 - Black - A person having origins in any of the Black racial groups of Africa. Do not include persons of Hispanic origin.
- 4 - Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- 5 - White - A person having origins in any of the original people of Europe, North Africa, or the Middle East. Do not include persons of Hispanic origin.

10. Month and year of enrollment - Give month and year student entered this program.

11. Initial Entry Level - Check student's primary level of instruction at the start of this program, based on English language or reading level. Level of instruction must agree with program number. ABE programs (34- and 36- program numbers) include levels 0-4 or APL 1; 5-8 or APL 2, and ESL. GED programs (35- and 37- program numbers) require level 9-12 only. Base this on actual functioning level, not on previous experience, schooling, or student's wish for a higher level.

12. Previous ABE - Please respond only if entry level is 9-12; otherwise leave blank.

13. a. Public assistance includes various forms of welfare (federal, state or local) but not unemployment compensation.

b. For the purpose of this report the following federal definitions should be used:

Employed - Persons who did any work at all as paid employees or in their own business or profession, or on their own farms or who worked 15 hours or more as unpaid workers on a farm or in a business operated by a member of the family. Include those who were not working but who had jobs or businesses from which they were temporarily absent.
Unemployed (Available for work) - Persons who had no employment but were available for work and had engaged in any specific job-seeking activity or were waiting to be called back to a job from which they had been laid off.
Unemployed (Not available for labor force) - Persons who had no employment and did not engage in job-seeking activities in the calendar year preceding this report period and who were not employed and were not actively seeking work upon entrance into the program.

c. Handicapped - Persons with any type of physical or mental disability that substantially impairs or restricts one or more major life activities including walking, seeing, hearing, speaking, working, learning. This definition includes adults who are alcohol and drug abusers, mentally retarded, emotionally disturbed, orthopedically impaired, adults with exceptional learning disabilities and other health impairments.

d. Immigrant - Any refugee admitted (paroled) into this country or any alien except one who is exempt under the provisions of the Immigration and Nationality Act, as amended.

14. Location of student's classes - Select one location from the list below and enter corresponding two-digit number in available space on form. If student attends classes in two different locations in this same program, write in both locations and include explanation.

- | | |
|--|--|
| 11 - Elementary school - public or private. | 52 - State or local institution for the handicapped - public or private; include day or residential schools serving physically/mentally handicapped adults age sixteen or older. |
| 12 - Junior high/secondary school - public or private. | 60 - Vo-tech school - public or private. |
| 20 - Learning center - settings featuring extensive use of programmed instruction, flexible participant scheduling and attendance, and open for extended period of time daily. | 70 - Business or work site - operating places of employment for participants. |
| 30 - State or federal correctional institution - include inmates only. | 80 - Community center - church, library, outreach center, YH/YWCA, etc. |
| 40 - County prison - include inmates only. | 91 - Community or junior college. |
| 51 - Hospital - federal, state or local; include in-patients and out-patients only; include mental institutions. | 09 - Other (specify on form). |

15. Grade - Indicate the last one student completed, not the one he was in when he/she left school.

16. & 17. Please select only one option for each of these items. Use the major reason.

11. SECTION TWO: COMPLETION AND IMPACT DATA

Note: Please remove carbons before completing this page.

18. & 19. Contest hours are essential. Please round to nearest hour.

20. COMPLETION AND EARLY SEPARATION DATA

COMPLETION - Check all levels passed during or by the end of this program. A student passes by fulfilling the course requirements established by the local program, not, in the case of 9-12, by later success in the GED test. If a student leaves a course early because he/she has fulfilled the course requirements before the program ends, consider that student a PASS and not an EARLY SEPARATION.

CONTINUATION - If level at end of program is the same as at beginning, that student is a CONTINUATION. The student has participated throughout the program, has fulfilled assignments, but has not progressed to the next level so cannot be considered a PASS (or COMPLETION).

EARLY SEPARATION - Students who drop out of a level without completing the course level requirements. A student may separate early because he/she has met a personal objective, such as reviewing for College Boards. This student is still considered an EARLY SEPARATION if he/she did not actually fulfill the course level requirements (did not PASS). In this case, the primary reason for EARLY SEPARATION is a positive one, namely, "met personal objective".

Again, for Level 9-12, passing is not contingent upon passing the GED test. If a student fulfills the course requirements, either during or at the end of the program, consider the student a PASS even if that student later does not pass the GED test.

Example One: This student entered and completed the Level 0-4 requirements before the program ended. During this same program, this student entered Level 5-8, but by December, when the program ended, she had not completed the requirements for 5-8. For this report, the student COMPLETED Level 0-4 but neither COMPLETED nor SEPARATED EARLY from Level 5-8. (See table below.) The student's initial entry level (0-4) should already be checked in item 11.

COMPLETION AND EARLY SEPARATION DATA				
	LEVEL I			LEVEL II
	ESL	AFL 1 or 0-4	AFL 2 or 5-8	9-12
A. COMPLETION Check if student PASSED this level during this program.	1	☒	3	4
B. CONTINUATION Check if student attended classes throughout this program and remains at the same level.	1	2	3	4
C. EARLY SEPARATION Check if student SEPARATED EARLY from this level, <u>without</u> completing course requirements.	1	2	3	4

Example Two: This student entered an ESL class, as shown in item 11. As a beginning English student he has worked hard, but is not yet fluent in English. He needs and intends to continue when class opens again. He is, therefore, checked as an ESL CONTINUATION.

COMPLETION AND EARLY SEPARATION DATA				
	LEVEL I			LEVEL II
	ESL	AFL 1 or 0-4	AFL 2 or 5-8	9-12
A. COMPLETION Check if student PASSED this level during this program.	1	2	3	4
B. CONTINUATION Check if student attended classes throughout this program and remains at the same level.	☒	2	3	4
C. EARLY SEPARATION Check if student SEPARATED EARLY from this level, <u>without</u> completing course requirements.	1	2	3	4

21. **Primary reason for EARLY SEPARATION** - Select one and enter the corresponding two-digit number in available space. If more than one reason applies, select the MOST IMPORTANT reason. If reason is unknown to you, enter "16".

- | | |
|--|---|
| 01 - To take a job (unemployed when entered program) | 08 - Transportation problem |
| 02 - To take a better job (employed when entered program) | 09 - Child care problem |
| 03 - Released from institution or transferred to another institution | 10 - Family problem |
| 04 - To enter another training program | 11 - Time class/program is scheduled |
| 05 - Met personal objective | 12 - Location of class |
| 06 - Moved from the area | 13 - Lack of interest; instruction not helpful to participant |
| 07 - Health problem | 14 - Financial problem |
| | 15 - Other reason (specify on form) |
| | 16 - Information unavailable |

22. **Impact Data** - Multiple answers possible - please check all important student achievements in any of these areas. (Note: The Change of Status form includes the same impact/achievement items. If you find out later in the year that students have achieved more as a result of this program, please complete and send to us so we may update the impact data.)

Thank you. Be sure to fill in your initials at the bottom of the form.

19320

DEAS-1967 (3/81)

PENNSYLVANIA DEPARTMENT OF EDUCATION**ADULT BASIC EDUCATION****STUDENT INTAKE / DATA FORM**

(08-11)

Program No. _____ (12)

Fiscal Year 82

Please complete all of Section One for each individual when he/she first enrolls in this program. As soon as Section One is completed, detach Copy One of this form and mail it to Pennsylvania Department of Education, Bureau of Research and Evaluation, 333 Market St., Box 911, Harrisburg, PA 17108.

Copy One-A is a Change in Status form. See instructions for use.

Complete Section Two at the end of the program. Then submit Copy Two of each form to Bureau of Research and Evaluation along with the Program and Staff Forms. To facilitate the data analysis, please mail all these forms together, at the program's termination. Retain Copy Three of each form for your records.

The Program Number, identified on the Program Data Form, must be entered on every form.

It is essential to read the accompanying instructions before completing any part of this form.

SECTION ONE - STUDENT INTAKE INFORMATION

(13-31)

1. Name _____ 2. Social Security Number _____

3. Permanent Home Address: Number & Street _____

City _____ Zip Code _____ Telephone _____ 4. County _____ (22-23)

5. Please give name of person other than student's immediate family who will know where student is living should he/she move from present address:

Name _____ Address or Phone: _____

6. Sex ⁽²⁴⁾ ☐ 1. Male ☐ 2. Female 7. Age ⁽²⁵⁻²⁶⁾ 8. Race (see instructions) ⁽²⁷⁾9. Marital Status ⁽²⁸⁾ ☐ 1. Single ☐ 2. Married ☐ 3. Separated/Divorced ☐ 4. Widow/Widower 9b. Number of Dependents Under 1810. Month and year of enrollment in this program ⁽³¹⁻³⁴⁾ ⁽²⁹⁻³⁰⁾

11. Student's initial entry level in this program.

Check one level only. (See instructions): ⁽³⁵⁾ ☐ 1. ESL ☐ 2. APL 1 or 0-4 ☐ 3. APL 2 or 5-8 ☐ 4. 9-1212. If entry level is 9-12, did student complete an ABE program through 8th grade? ⁽³⁶⁾ ☐ 1. yes ☐ 2. no

13. (See instructions)

a. Is student on public assistance? ⁽³⁷⁾ ☐ 1. yes ☐ 2. nob. Is student employed at time of enrollment? ⁽³⁸⁾ ☐ 1. yes ☐ 2. no, but is available for work ☐ 3. no, and not available for work forcec. Is student handicapped? ⁽³⁹⁾ ☐ 1. yes ☐ 2. nod. Is student an immigrant to the U.S.? ⁽⁴⁰⁾ ☐ 1. yes ☐ 2. no14. Student's classes located in (see instructions for code): ⁽⁴¹⁻⁴²⁾ If 09, specify: _____15. Last grade completed ⁽⁴³⁻⁴⁴⁾ 16. How did student find out about this ABE/GED program? (check one) ⁽⁴⁵⁻⁴⁶⁾

- | | |
|---|---|
| ☐ 01. Local Board of Education | ☐ 07. Student in ABE/GED |
| ☐ 02. Newspaper, radio, TV | ☐ 08. School counselor |
| ☐ 03. Handout, mailed leaflet | ☐ 09. Other institution personnel (warden, etc.) |
| ☐ 04. Relative, friend | ☐ 10. Human service agency |
| ☐ 05. Employer | ☐ 11. Clergy |
| ☐ 06. Union | ☐ 12. Other (specify) _____ |

17. Major reason for participating in program (check one): ⁽⁴⁷⁻⁴⁸⁾

- | | | |
|---|--|---|
| ☐ 01. to improve job prospects | ☐ 05. to get diploma or certificate | ☐ 09. to improve basic skills |
| ☐ 02. to learn better English | ☐ 06. to qualify for training program | ☐ 10. to achieve competency in (specify) _____ |
| ☐ 03. to obtain driver's license | ☐ 07. to help children with homework | ☐ 11. other (specify) _____ |
| ☐ 04. to obtain citizenship | ☐ 08. social reasons | |

As soon as the information in Section One is collected during intake, please detach Copy One of this form and mail to Bureau of Research and Evaluation. Please to remove all carbons at this time.

COPY THREE-RETAIN FOR YOUR RECORDS

STOP! BE SURE TO REMOVE CARBONS BEFORE COMPLETING THIS PAGE! THANK YOU.18. How many hours of instruction did this student receive during this program? (48-51) 19. Other contact hours (counseling, etc.) (52-53)

20. COMPLETION AND EARLY SEPARATION DATA (Consult Instructions First)

COMPLETION AND EARLY SEPARATION DATA				
LEVEL I				LEVEL II
	ESL	APL 1 or 0-4	APL 2 or 5-8	9-12
A. COMPLETION Check if student PASSED this level during this program. (54)				
B. CONTINUATION Check if student attended classes throughout this program and remains at the same level. (55)				
C. EARLY SEPARATION Check if student SEPARATED EARLY from this level, without completing course requirements. (56)				

21. EARLY SEPARATIONS: If Row C above is checked, please indicate the primary reason for the student's early separation from this level. (Consult instructions section and enter one 2-digit number. NOTE: If a student PASSES a level, that student is NOT an early separation, even if he/she leaves before the program ends.) (57-58)

If 15, please specify: _____

22. IMPACT DATA (Complete at end of program or immediately after last contact with student.)

Achievements of Program ParticipantsEducational

- (59) ☐ 1. Improved basic skills for personal satisfaction and increased self confidence.
- (60) ☐ 2. Obtained or improved competencies in:
- (61) ☐ a. government and law
- (62) ☐ b. community resources
- (63) ☐ c. consumer economics
- (64) ☐ d. parenting
- (65) ☐ e. occupational knowledge
- (66) ☐ f. health care
- (67) ☐ g. other (specify) _____
- (68) ☐ 3. Was Level I (0-8 and ESL) and learned reading, writing, and math skills.
- (69) ☐ 4. Obtained a high school diploma.
- (70) ☐ 5. Passed the GED Test.
- (71) ☐ 6. Learned the English Language (For participants whose primary language is not English).
- (72) ☐ 7. Entered another education/training program.
- (73) ☐ 8. GED Test taken, results not received.

Societal

- (74) ☐ 9. Received U.S. citizenship.
- (75) ☐ 10. Voted for first time.
- (76) ☐ 11. Received driver's license as a result of program.
- (77) ☐ 12. Referred to agencies (other than educational) for needed services.

Economic

- (78) ☐ 13. Obtained a job.
- (79) ☐ 14. Obtained a better job or salary increase.
- (80) ☐ 15. Was removed from public assistance.
- (81) ☐ 16. Met personal objective (specify) _____

COMPLETED BY _____

(initials)

ABE DIRECTORY CARD

Please verify the information on the labels below and mail card to Bureau of Research and Evaluation *at the start of the program*. If information is incorrect, make the necessary changes.

Address label

Is information correct? Yes ☐ No ☐

Program identification label

Is information correct? Yes ☐ No ☐



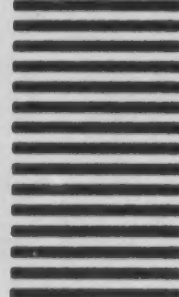
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UNITED STATES

BUSINESS REPLY CARD

FIRST CLASS PERMIT NO. 3034, HARRISBURG, PA 17101

POSTAGE WILL BE PAID BY ADDRESSEE

Pennsylvania Department of Education
Bureau of Research and Evaluation
333 Market Street
P.O. Box 911
Harrisburg, PA 17108



CONTROL CODE				SCHOOL I.D.				STARTING DATE				PAYMENT									
PROG.	PROJECT	DETAIL	PY	TYPE	I.U.	RTV	UNIT	SECT	SECT	%	MON	DAY	YR	COST CENTER	TOTAL	BACD	LEFT				
DEBE-1361 (2/79) COMMONWEALTH OF PENNSYLVANIA - DEPARTMENT OF EDUCATION NO. OF CLASSES ADM. PER CLASS PER PUPIL COST FEDERAL FUNDS REQUESTED TOTAL \$ (PDE USE ONLY) APPROVED TOTAL \$														ADULT - BASIC EDUCATION APPLICATION / APPROVAL				TYPE (CHECK ONE) ☐ PILOT PROJECT ☐ INITIAL PROGRAM ☐ REPEAT PROGRAM			
INSTRUCTIONS: Submit original and FOUR copies. PROGRAM EDUCATIONAL AGENCY COUNTY TELEPHONE NUMBER										PERIOD DURING WHICH OBLIGATIONS MAY BE INCURRED FROM THROUGH ADDRESS PROJECT NUMBER (IF THIS IS A CONTINUATION OF A PREVIOUSLY APPROVED PROJECT)											

CERTIFICATE

I hereby certify that _____ Agency has given its approval for participation of _____ Agency in the Adult Basic Education program for adults who need and can profit by such education.

The _____ Agency recognize its obligation for making available an adequate educational program toward the elimination of the inability of all adults to read and write English and to raise substantially the level of education for all adults in need of basic education.

On behalf of _____ Agency, a Program Plan, a Program Estimate Chart and Time Schedule of classes for operating an Adult Basic Education program is attached. The budget estimate for this program is reflected on the reverse side.

TYPED NAME - SECRETARY OF THE AGENCY	SIGNATURE - SECRETARY OF THE AGENCY	DATE
TYPED NAME - ADMINISTRATOR OF THE AGENCY	SIGNATURE - ADMINISTRATOR OF THE AGENCY	DATE
PDE APPROVAL		
COORDINATOR, ADULT BASIC EDUCATION - SIGNATURE & DATE	CHIEF, ADULT AND COMMUNITY EDUCATION - SIGNATURE & DATE	

INSTRUCTIONS: Applicant to insert PROPOSED EXPENDITURES for each category of expenditures necessary for the project described in the attached program plan. Include an itemized listing for expenditures in the attached budget worksheet as indicated in the guidelines.

CATEGORY	AMOUNT TO BE EXPENDED			TOTAL AMOUNT TO BE EXPENDED
	LOCAL	STATE	FEDERAL	
1. ADMINISTRATIVE SALARIES				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
2. SUPERVISORY STAFF SALARIES				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
3. INSTRUCTIONAL SALARIES (Teacher Aides and Trainers)				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
4. GUIDANCE AND COUNSELING				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
5. SECRETARIAL AND CLERICAL				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
6. OTHER (Identify)				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
7. EMPLOYE BENEFITS (Employer Share)				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
8. LOCAL AND STATE WORKSHOPS				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
9. CONFERENCES				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
10. RENTAL OF PUBLIC SPACE - including custodial costs				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
11. RENTAL OF NONPUBLIC SPACE - including custodial costs				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
12. TEXTBOOKS AND REFERENCE MATERIALS				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
13. INSTRUCTIONAL SUPPLIES, TESTS, ETC.				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
14. AUDIO-VISUAL EQUIPMENT				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
15. AUDIO-VISUAL MATERIALS				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
TOTALS				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				

APPENDIX B

STATISTICAL SECTION OF THE FEDERAL ADULT EDUCATION
ANNUAL PERFORMANCE REPORT 1981-82

COMMONWEALTH OF PENNSYLVANIA
ADULT EDUCATION ANNUAL PERFORMANCE REPORT
FOR
DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

PERIOD COVERED
July 1, 1981 to June 30, 1982

DATE OF REPORT
September 15, 1982

TABLE 1. PART A.

Part A. Profile of adult education participants

Participants who upon entry into program were:	American Indian or Alaskan Native	Asian or Pacific Islander	Black	Hispanic	Other	Total
Educational Functioning Level:						
a. Level I (4)	68	2800	5366	1847	15903	25988
b. Level II (4)	25	90	936	206	5148	6409
Total Both Levels (8)	93	2890	6302	2053	21051	32397
Race Not Available(857)						33254

TABLE 1. PART B.

Part B. Participants who upon entry into the program were:

Ages:	Male	Female	Total
16-24 (4)	7827	6374	14205
25-44 (5)	6263	6379	13007
45-59 (0)	1103	1551	2654
60 and older (0)	724	1877	2601
Age Not Available	731	26	787

TABLE 1. PART C.

Part C. Participants who upon entry into the program were:

	Male	Female	Total
1. Employed	4355	3796	8151
2. Unemployed (available for work force) (6)	6638	8126	14770
3. Unemployed (not available for work force)	4905	4850	9488
4. Receiving Public Assistance (7)	3868	5301	9176
5. Handicapped (1)	2343	1893	4237
6. Adults with limited English proficiency (5)	2234	2159	4398
7. Residents in rural areas	N.A.	N.A.	N.A.
8. Residents in urban areas with high rates of unemployment (9)	4740	6157	10906
9. Immigrants (5)	2291	2394	4690
10. Institutionalized (161)	4650	1224	6035

TABLE 1. PART D.

Part D. Achievements of program participants

	Male	Female	Total
1. Improved basic skills for personal satisfaction and increased self-confidence (473)	10561	10841	21875
2. Obtained or improved competencies in:			
a. government and law (109)	3434	3312	6855
b. community resources (140)	4061	4272	8473
c. consumer economics (236)	4966	4702	9904
d. parenting (23)	555	750	1328
e. occupational knowledge (215)	4584	3745	8544
f. health care (46)	1627	2027	3700
g. other (61)	788	730	1569
3. Were Level I and learned reading, writing, and math skills?(207)	2520	2373	5100
4. Obtained an adult high school diploma (13)	311	410	734
5. Passed the GED Test (38)	1469	2323	3830
6. Learned the English language (for participants whose primary language is not English) (52)	1483	1408	2943
7. Entered another education/training program (21)	1170	1059	2250
8. Received U.S. citizenship (3)	15	25	43
9. Voted for first time (11)	81	89	181
10. Obtained a job (26)	775	603	1404
11. Obtained a better job or salary increase (13)	223	173	419
12. Were removed from public assistance (6)	225	101	332
13. Met personal objective (38)	945	967	1950

() = indicates unavailable information

TABLE 2. NUMBER AND TYPE OF AGENCIES, INSTITUTIONS AND ORGANIZATIONS PARTICIPATING

Agencies, institutions and organizations used to provide adult education and support services	TOTAL NUMBER USED	Number of Agencies, Institutions, and Organizations Providing: *		
		Transportation	Day Care	ESL or Bilingual
1. Business and industries	8	-	-	-
2. Labor unions	-	-	-	-
3. Community colleges (Junior colleges)	8	1	3	4
4. Colleges and universities	-	-	-	-
5. Hospitals	14	-	-	-
6. Churches	-	-	-	-
7. Fraternal/sororal organizations	-	-	-	-
8. Voluntary and community organizations	-	-	-	-
9. Manpower and training agencies	-	-	-	-
10. Health agencies	-	-	-	-
11. Vocational and technical schools	22	-	-	-
12. Libraries	-	-	-	-
13. Institutions for the handicapped	24	-	-	-
14. Correctional institutions	56	-	1	2
15. Local educational agencies	160	25	28	10
16. Antipoverty programs	-	-	-	-
17. Other public agencies and institutions (specify)	-	-	-	-
18. Other private agencies and institutions	-	-	-	-
19. Community center or learning centers	62	-	-	-
20. Other	29	-	-	-
TOTAL	383	26	32	16

*These figures reflect the program sponsors, and not the agencies, institutions, and organizations utilized by them.

TABLE 3. NUMBER OF PERSONNEL, BY ORGANIZATIONAL PLACEMENT AND TYPE OF JOB PERFORMED

Type of Job Performed	Number of Paid Personnel	
	Part-Time	Full-Time
State Level Administrative Supervisory	0	6
Local Administrative/Supervisory	359	16
Local Teachers	1062	40
Local Counselors	348	13
Local Paraprofessionals	17	5
Number of Volunteers		
Teachers	83	-
Counselors	1	-
Paraprofessionals	19	-
Administrative/Supervisory	2	0

TABLE 4. PARTICIPANTS LEAVING PROGRAM AND THEIR REASONS

Reasons for Leaving	Number
1. Completed their objectives	996
2. Reasons for leaving before completing objectives:	
a. Health problems	438
b. Day care problems	319
c. Transportation problems	465
d. Family	517
e. Location of class	89
f. Lack of interest; instruction not helpful to participant	1182
g. Time class/program is scheduled	335
h. Changed address and left area	576
i. Other known	
• To begin work in a new job	501
• To begin work in a better job	95
• Release or transfer from institution	1349
• To enter another training program	549
• Financial problem	132
j. Unknown reasons	2205
k. Other known reasons	500
TOTAL	10248

APPENDIX C

1981-82 PENNSYLVANIA ABE PROGRAM SUMMARY BY COUNTY

The following is a complete listing of ABE programs conducted throughout the Commonwealth during the 1981-82 fiscal year. The programs are arranged by county and offer such administrative details as program name and program type, as well as reported data including staffing, enrollments by entry level and total enrollments.

Although some counties do not appear, it should be recognized that in some cases services in these counties are provided by administrative units in adjacent counties.

SUMMARY OF ADULT BASIC EDUCATION PROGRAMS BY COUNTY
PREPARED BY THE DIVISION OF RESEARCH AND EVALUATION
FOR FISCAL YEAR 1991-1992

PAGE 1

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	LEVEL ESL	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
ALLEGHENY COUNTY											
36-2024	CLAIRTON SCHOOL DISTRICT	ABE	3	3	9			12	09/21/81	03/12/82	101241
37-2041	CLAIRTON SCHOOL DISTRICT	GED	3			33		33	09/21/81	12/10/81	103001
36-2020	CONNELLEY SKILL LEARNING CNTR	ABE	34	943	471		92	1506	07/01/81	06/30/82	201241
37-2013	CONNELLEY SKILL LEARNING CNTR	GED	4			246		246	07/01/81	06/30/82	203001
36-1801	DUQUESNE CITY SCHOOL DISTRICT	ABE	4	1	9			10	07/01/81	05/30/82	102141
37-2044	DUQUESNE CITY SCHOOL DISTRICT	GED	4			23		23	09/12/81	05/30/82	103001
36-1803	HIGHLANDS SCHOOL DISTRICT	ABE	4		37		5	42	07/01/81	05/30/82	101201
37-2019	HIGHLANDS SCHOOL DISTRICT	GED	3			25		25	09/01/81	05/30/82	103001
36-2030	IU #3 COMMUNITY PROGRAM	ABE	27	31	8		422	461	08/01/81	05/30/82	194212
34-2024	IU #3 INSTITUTIONAL PROGRAM	ABE	37	297	130			427	08/01/81	05/30/82	501202
34-2013	JOHN J. KANE HOSPITAL	ABE	4	7	10			17	07/01/81	05/30/82	901003
36-2025	SCHOOL DISTRICT OF PENN HILLS	ABE	4		21			21	08/01/81	06/30/82	102001
37-2028	SCHOOL DISTRICT OF PENN HILLS	GED	4			20		20	08/01/81	06/30/82	103001
37-2067	SCHOOL DISTRICT OF PENN HILLS	GED	4			20		20	01/01/82	05/30/82	103001
34-2036	WESTERN SCI	ABE	2	33	69			102	10/13/81	05/15/82	301205
39-2012	WESTERN SCI	GED	1			16		16	10/13/81	05/15/82	303005
36-2047	WILKINSBURG SCHOOL DISTRICT	ABE	5	17	19			36	09/14/81	05/30/82	101201
37-2036	WILKINSBURG SCHOOL DISTRICT	GED	4			19		19	09/14/81	05/30/82	103001
34-2030	WOODVILLE STATE HOSPITAL	ABE	8	14	44			58	09/17/81	05/30/82	501201
COUNTY TOTAL				159	1346	827	402	519	3674		
ARMSTRONG COUNTY											
36-1804	ARMSTRONG PROGRESSIVE WORKSHOP	ABE	4	46				46	07/01/81	05/30/82	101001
36-2051	ARMSTRONG SCHOOL DISTRICT	ABE	9	10	41			51	09/01/81	04/30/82	101201
37-2037	ARMSTRONG SCHOOL DISTRICT	GED	5			14		14	09/01/81	05/31/82	103001
34-2011	IU #28 INSTITUTIONAL PROGRAM	ABE	7	19	30			49	07/01/81	05/30/82	401202
COUNTY TOTAL				25	75	71	14	160			
BEAVER COUNTY											
36-2009	BEAVER COUNTY ADULT EDUCATION	ABE	6	18	57			75	07/01/81	05/30/82	901203
34-2037	BEAVER COUNTY JAIL	ABE	3	5	13			18	09/30/81	05/22/82	404102
36-1806	BEAVER COUNTY LITERACY PROJECT	ABE	5	81			17	98	07/01/81	05/30/82	801404
COUNTY TOTAL				14	104	70	17	191			
BERKS COUNTY											
34-2004	BERKS COUNTY PRISON	ABE	4	1	19			20	07/01/81	05/30/82	401202
36-2052	IU #14 COMMUNITY PROGRAM	ABE	4		12			12	09/01/81	02/08/82	602002
37-2048	IU #14 COMMUNITY PROGRAM	GED	11			28		28	09/01/81	05/31/82	603002

SUMMARY OF ADULT BASIC EDUCATION PROGRAMS BY COUNTY
PREPARED BY THE DIVISION OF RESEARCH AND EVALUATION
FOR FISCAL YEAR 1981-1982

PAGE 2

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	LEVEL ESL	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
Y											
36-2043	READING AREA COMMUNITY COLLEGE	ABE	28	11	159		184	354	08/01/81	05/30/82	184123
37-1802	READING AREA COMMUNITY COLLEGE	GED	16			146		146	08/01/81	01/30/82	183003
37-1809	READING AREA COMMUNITY COLLEGE	GFD	18			130		130	02/01/82	05/30/82	103003
34-2010	TEEN CHALLENGE	AHE	11	24	306		15	345	08/01/81	05/30/82	504213
36-1815	THRESHOLD OF BERKS COUNTY, INC	ABE	6	15	15			30	07/01/81	01/01/82	801204
34-2018	WERNERSVILLE STATE HOSPITAL	AHE	8	133	87			220	07/06/81	05/30/82	501202
COUNTY TOTAL			106	184	548	304	199	1285			
Y											
36-2019	ALTOONA ADULT LEARNING CENTER	ABE	43	108	539		14	661	07/01/81	05/30/82	202141
37-2022	ALTOONA ADULT LEARNING CENTER	GED	48			866		866	07/01/81	05/30/82	203001
COUNTY TOTAL			96	108	539	866	14	1527			
COUNTY											
37-2006	ATHENS AREA SCHOOL DISTRICT	GED	5			25		25	07/01/81	05/30/82	133301
36-1818	PENN YORK OPPORTUNITIES, INC.	ABE	5	12	3			15	10/01/81	05/31/82	801004
36-1829	TROY AREA SCHOOL DISTRICT	ABE	6	3	8			11	01/01/82	05/31/82	101201
37-2040	TROY AREA SCHOOL DISTRICT	GED	8			50		50	09/01/81	05/30/82	103031
COUNTY TOTAL			24	15	11	75		101			
Y											
36-2064	BENSALEM TOWNSHIP SCHOOL DIST	ABE	5	1	26		22	49	09/01/81	05/31/82	101241
37-2051	BENSALEM TOWNSHIP SCHOOL DIST	GED	4			108		108	09/22/81	05/30/82	103001
36-2078	BRISTOL BORO SCHOOL DISTRICT	ABE	4		4		24	28	09/30/81	05/30/82	101201
36-2055	BRISTOL TOWNSHIP SCHOOL DIST	ABE	6	18	38		42	98	09/16/81	05/26/82	102411
37-2058	BRISTOL TOWNSHIP SCHOOL DIST	GED	5			67		67	04/16/81	01/13/82	103001
37-2064	BRISTOL TOWNSHIP SCHOOL DIST	GED	5			71		71	01/25/82	05/26/82	103001
34-2020	BUCKS COUNTY PRISON	ABE	9	32	273			305	07/01/81	05/30/82	402142
36-2050	CENTENNIAL SCHOOL DISTRICT	ABE	8	11	19		27	48	09/15/81	05/15/82	104121
37-1808	CENTENNIAL SCHOOL DISTRICT	GED	7			33		33	01/21/82	07/15/82	103001
37-2055	CENTENNIAL SCHOOL DISTRICT	GED	7			41		41	09/15/81	07/21/82	103001
36-1827	PROBATIONAL VOL. SERVICES	ABE	3	2	4			11	07/01/81	12/31/81	802102
36-1914	QUAKERTOWN COMMON SCHOOL DIST	ABE	3	9	4		0	21	08/01/81	05/30/82	101241
37-2025	QUAKERTOWN COMMON SCHOOL DIST	GED	4			34		34	08/01/81	06/01/82	103001
COUNTY TOTAL			70	73	354	354	123	914			

SUMMARY OF ADULT BASIC EDUCATION PROGRAMS BY COUNTY
PREPARED BY THE DIVISION OF RESEARCH AND EVALUATION
FOR FISCAL YEAR 1981-1982

PAGE 3

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL 3-4	LEVEL 5-8	LEVEL 9-12	LEVEL ESL	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
CAMBRIA COUNTY											
34-2012	BLAIR AND CAMBRIA CO PRISONS	ABE	6	5	64			89	07/01/81	05/30/82	402102
36-2007	IU #8 COMMUNITY PROGRAM	ABE	2	33				33	07/01/81	05/30/82	101002
36-1820	JOHNSTOWN AVTS	ABE	7	10	48			58	07/01/81	05/30/82	601401
37-2012	JOHNSTOWN AVTS	GED	8			61		61	07/01/81	05/30/82	603001
34-2014	JOHNSTOWN REHABILITATION CNTR	ABE	3	201	153		1	355	07/01/81	05/30/82	501202
	COUNTY TOTAL		26	249	285	61	1	596			
CARBON COUNTY											
36-2006	CARBON COUNTY AVTS	ABE	12	2	50		22	74	08/01/81	05/30/82	602141
	COUNTY TOTAL		12	2	50		22	74			
CENTER COUNTY											
37-2046	IU #10 COMMUNITY PROGRAM	GED	5			96		96	09/01/81	06/30/82	613002
36-2023	IU #10 OUTREACH PROGRAM	ABE	102	185	1326		34	1545	07/01/81	06/30/82	211202
34-2023	ROCKVIEW SCI	ABE	3		19			19	10/01/81	05/31/82	302005
35-2005	ROCKVIEW SCI	GED	3			43		43	10/01/81	05/28/82	303005
36-2017	STATE COLLEGE AREA SCHOOL DIST	ABE	8	8	57		229	294	07/07/81	06/30/82	104121
37-2016	STATE COLLEGE SCHOOL DISTRICT	GED	3			37		37	07/07/81	05/30/82	103001
	COUNTY TOTAL		124	193	1402	176	263	2034			
CHESTER COUNTY											
36-2077	AVON GROVE SCHOOL DISTRICT	ABE	4	36	18		1	55	10/06/81	05/31/82	101241
37-2050	COATESVILLE AREA SCHOOL DIST	GED	2			51		51	09/01/81	05/30/82	103001
36-2025	IU #24 COMMUNITY PROGRAM	ABE	4	3	73		7	83	09/01/81	05/30/82	182002
37-2024	IU #24 COMMUNITY PROGRAM	GED	3			75		75	09/01/81	05/30/82	183002
34-2028	IU #24 INSTITUTIONAL PROGRAM	ABE	4	11	47			58	09/01/81	05/30/82	541242
35-2008	IU #24 INSTITUTIONAL PROGRAM	GED	3			18		18	09/01/81	05/30/82	543002
36-1807	WEST CHESTER AREA SCHOOL DIST	ABE	5	1	12		23	36	08/15/81	05/31/82	181241
37-1801	WEST CHESTER AREA SCHOOL DIST	GED	4			55		55	08/15/81	05/30/82	103001
	COUNTY TOTAL		29	51	150	199	31	431			
CLARION COUNTY											
36-1805	CLARION COUNTY AVTS	ABE	5		17			17	07/01/81	05/15/82	602101
37-2008	CLARION COUNTY AVTS	GED	5			21		21	07/01/81	05/30/82	103001
	COUNTY TOTAL		10		17	21		38			

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CRAWFORD COUNTY											
36-2073	CRAWFORD CENTRAL SCHOOL DIST	ABE	4	24	45			69	10/05/81	05/28/82	101421
37-2059	CRAWFORD CENTRAL SCHOOL DIST	GED	3			31		31	11/02/81	05/28/82	103001
36-1826	PENNCREST SCHOOL DISTRICT	ABE	8	25	45			70	07/01/81	05/30/82	101241
37-2018	PENNCREST SCHOOL DISTRICT	GED	5			35		35	07/01/81	06/15/82	183001
COUNTY TOTAL				20	49	90	66	205			
CUMBERLAND COUNTY											
34-1804	CAMP HILL SCI	ABE	6	24	50			64	09/09/81	05/29/82	301205
35-2011	CAMP HILL SCI	GED	1			16		16	09/09/81	04/30/82	303005
36-1819	CARLISLE AREA SCHOOL DISTRICT	ABE	7	10	48			58	07/01/81	05/30/82	102431
37-2001	CARLISLE AREA SCHOOL DISTRICT	GED	5			133		133	07/01/81	06/30/82	103001
34-2019	CUMBERLAND COUNTY PRISON	ABE	2	1	8			9	07/01/81	05/30/82	402102
37-2002	CUMBERLAND VALLEY SCHOOL DIST	GED	8			49		49	07/01/81	05/30/82	103001
36-2037	EAST PENNSBORO SCHOOL DISTRICT	ABE	5	24				24	08/01/81	05/30/82	102001
COUNTY TOTAL				34	35	120	198	353			
DAUPHIN COUNTY											
34-2006	DAUPHIN COUNTY PRISON	ABE	3				37	37	07/01/81	05/30/82	404004
34-2021	DAUPHIN COUNTY PRISON	ABE	2	31	54			85	07/01/81	05/30/82	402102
35-2003	DAUPHIN COUNTY PRISON	GED	2			57		57	07/01/81	05/30/82	403002
36-2001	HARRISBURG SCHOOL DISTRICT	ABE	7	54	249		173	476	07/01/81	06/30/82	101201
36-2069	HARRISBURG SPANISH CENTER	GED	8				34	34	10/01/81	12/01/81	804004
36-1834	HARRISBURG SPANISH CENTER- ESL	ABE	5				19	19	03/01/82	05/30/82	804004
34-2022	HARRISBURG STATE HOSPITAL	ABE	7	121	73		1	195	07/01/81	05/30/82	401202
35-2004	HARRISBURG STATE HOSPITAL	GED	2			33		33	07/01/81	05/30/82	503002
37-2026	MILLERSBURG AREA SCHOOL DIST	GED	4			81		81	09/03/81	05/30/82	103001
36-1817	TRI-COUNTY CIC	ABE	9	25	93		32	150	07/01/81	05/30/82	801244
37-2069	TRI-COUNTY CIC	GED	5			29		29	03/01/82	05/30/82	803004
36-1835	UPPER DAUPHIN ABE/FSL	ABE	4					0	03/01/82	05/30/82	804104
COUNTY TOTAL				58	231	469	200	296	1196		
DELAWARE COUNTY											
36-2028	CHESTER UPLAND SCHOOL DISTRICT	ABE	8	2	42			44	09/01/81	05/30/82	102101
37-2039	CHESTER UPLAND SCHOOL DISTRICT	GED	4			129		129	09/01/81	01/15/82	183001
36-1811	CHICHESTER SCHOOL DISTRICT	ABE	4		34		1	35	09/08/81	05/21/82	102411
36-2045	DELAWARE CO. LITERACY COUNCIL	ABE	4	78	11		3	92	08/01/81	06/18/82	801244
34-2002	DELAWARE COUNTY PRISON	ABE	7	31	114		1	146	07/01/81	05/31/82	402144
35-1802	DELAWARE COUNTY PRISON	GED	4			21		21	07/01/81	12/31/81	403004

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DELAWARE COUNTY											
35-2017	DELAWARE COUNTY PRISON	GEO	4			17		17	01/01/82	03/15/82	403004
36-1830	ELMYN COMMUNITY PROGRAM	ABE	13	84	69			153	01/01/82	05/31/82	802104
34-2038	IU #25 HAVERFORD S H PROGRAM	ABE	4	24	44			68	09/30/81	05/27/82	501242
35-2014	IU #25 HAVERFORD S H PROGRAM	GEO	2			8		8	09/30/81	12/17/81	503002
35-2018	IU #25 HAVERFORD S H PROGRAM	GEO	2			4		4	01/05/82	05/31/82	503032
36-1809	RIDLEY SCHCOL DISTRICT	ABE	6	13	121		15	149	09/14/81	05/05/82	101241
37-2038	RIDLEY SCHCOL DISTRICT	GEO	3			40		40	09/14/81	05/05/82	103001
36-1833	SOUTHEAST DELCO SCHOOL DIST	ABE	1				9	9	03/03/82	05/30/82	104001
36-2075	SOUTHEAST DELCO SCHOOL DIST	ABE	3		10			10	10/05/81	05/26/82	102001
37-2061	SOUTHEAST DELCO SCHOOL DIST	GEO	6			44		44	10/05/81	05/30/82	103001
34-2017	SOUTHEAST PENNA REHAB CENTER	ABE	13	76	24			100	07/01/81	05/30/82	501204
36-2005	SOUTHEAST PENNA REHAB CENTER	ABE	14	74	89			163	07/01/81	12/31/81	801204
36-2067	WILLIAM PENN SCHOOL DISTRICT	ABE	6	22	103			125	09/01/81	05/30/82	102101
37-2047	WILLIAM PENN SCHOOL DISTRICT	GEO	4			48		48	09/01/81	05/30/82	103001
COUNTY TOTAL				112	404	661	311	29	1405		
ERIE COUNTY											
36-1825	CORRY AREA SCHOOL DISTRICT	ABE	4		16			16	07/01/81	05/30/82	102101
37-2014	CORRY AREA SCHOOL DISTRICT	GEO	3			8		8	07/01/81	06/30/82	103001
36-2048	DR. GERTRUDE A. BARBER CENTER	ABE	6	43	9			52	05/01/81	05/30/82	801004
36-2008	ERIE ADULT LEARNING CENTER	ABE	14	1007	155		76	1238	07/01/81	06/30/82	201241
37-2043	ERIE ADULT LEARNING CENTER	GEO	4			43		43	09/01/81	06/30/82	203001
36-1821	MILLCREEK TOWNSHIP SCHOOL DIST	ABE	4		15		6	21	07/01/81	05/30/82	204121
37-2007	MILLCREEK TOWNSHIP SCHOOL DIST	GEO	4			15		15	07/01/81	05/30/82	103001
COUNTY TOTAL				39	1050	195	66	82	1393		
FAYETTE COUNTY											
37-2023	CONNELLSVILLE COMMUNITY PROG	GEO	1			29		29	09/08/81	05/31/82	103004
COUNTY TOTAL				1		29		29			
FRANKLIN COUNTY											
36-2065	WAYNESBORO AREA SCHOOL DIST	ABE	11		117			117	09/14/81	06/11/82	102001
37-1806	WAYNESBORO AREA SCHOOL DIST	GEO	5			36		36	01/26/82	05/31/82	103001
37-2060	WAYNESBORO AREA SCHOOL DIST	GEO	4			31		31	09/30/81	01/21/82	103001
COUNTY TOTAL				20		117	67	184			

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HUNTINGDON COUNTY											
34-1801	HUNTINGDON SCI	ABE	5	29	58		3	81	09/23/81	05/28/82	331205
35-1901	HUNTINGDON SCI	GED	4			33		33	11/24/81	05/28/82	303005
	COUNTY TOTAL		9	20	58	33	3	114			
INDIANA COUNTY											
36-2026	IU #28 COMMUNITY PROGRAM	ABE	12	11	103		19	133	07/01/81	05/30/82	361242
37-2021	IU #28 COMMUNITY PROGRAM	GED	5			41		41	07/01/81	05/30/82	103002
	COUNTY TOTAL		17	11	103	41	19	174			
JEFFERSON COUNTY											
36-2072	JEFFERSON-DUBOIS AVTS	ABE	4		57			57	09/30/81	05/30/82	602101
	COUNTY TOTAL		4		57			57			
LACKAWANNA COUNTY											
36-2036	CARBONDALE AREA SCHOOL DIST	ABE	6	15	1			16	08/01/81	04/30/82	121001
37-2045	CARBONDALE AREA SCHOOL DIST	GED	6			20		20	08/01/81	04/30/82	103001
35-2038	MID VALLEY SCHOOL DISTRICT	ABE	7		14			14	08/15/81	03/26/82	102101
37-1805	MID VALLEY SCHOOL DISTRICT	GED	7			12		12	03/01/82	05/31/82	103001
34-2032	SCRANTON INSTITUTIONAL PROGRAM	ABE	6		21			21	05/01/81	04/30/82	402001
36-2061	SCRANTON SCHOOL DISTRICT	ABE	10	23	100		47	170	09/01/81	04/30/82	132141
37-2053	SCRANTON SCHOOL DISTRICT	GED	6			19		19	09/01/81	03/31/82	103001
	COUNTY TOTAL		48	38	136	51	47	272			
LANCASTER COUNTY											
36-2013	IU #13 COMMUNITY PROGRAM	ABE	61	356	1544		1139	3039	07/01/81	05/30/82	201242
37-2005	IU #13 COMMUNITY PROGRAM	GED	13			367		367	07/01/81	06/30/82	203002
34-2008	IU #13 REHAB-PRISON PROGRAM	ABE	8	79	611		51	721	07/01/81	06/30/82	401242
36-2014	IU #13 SENIOR CITIZEN PROGRAM	ABE	3	15	265			280	07/01/81	05/30/82	801202
36-2022	LANCASTER SCHOOL DISTRICT	ABE	18	75	231		263	564	07/01/81	06/30/82	284212
37-2017	LANCASTER SCHOOL DISTRICT	GED	10			123		123	07/01/81	05/30/82	103001
	COUNTY TOTAL		113	525	2651	490	1433	5095			

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LEHIGH COUNTY											
36-1812	ALLENTOWN CITY SCHOOL DISTRICT	ABE	13	85	93		96	276	07/01/81	05/30/82	101241
37-2052	ALLENTOWN SCHOOL DISTRICT	GEO	4			51		51	09/21/81	05/31/82	103001
34-2001	ALLENTOWN STATE HOSPITAL	ABE	7	91	86			177	07/01/81	05/31/82	501202
34-2026	LEHIGH COUNTY PRISON	ABE	5		36			36	08/01/81	04/30/82	401201
COUNTY TOTAL			29	176	217	51	96	540			
LUZERNE COUNTY											
34-1807	DALLAS SCI	ABE	4	7	28			35	10/05/81	05/29/82	301205
36-2039	HAZLETON AREA SCHOOL DISTRICT	ABE	8	9	60		22	91	08/15/81	05/30/82	102141
36-2053	INST OF HUMAN RESOURCES & SERV	ABE	5	38				38	09/01/81	05/30/82	901002
36-2071	UNITED REHAB SERVICES	ABE	2	15				15	12/01/81	05/30/82	801004
36-1828	WILKES-BARRE AREA SCHOOL DIST	ABE	9		140		22	162	08/01/81	03/31/82	102141
COUNTY TOTAL			28	69	228		44	341			
71 LYCOMING COUNTY											
34-2003	LYCOMING COUNTY PRISON	ABE	4	2	18			20	07/06/81	05/14/82	401201
34-1808	MUNCY SCI	ABE	1	4	18			22	09/18/81	03/31/82	301249
37-2057	WILLIAMSPORT AREA S D	GEO	10			205		205	09/01/81	05/14/82	103001
36-1822	WILLIAMSPORT AREA SCHOOL DIST	ABE	6	15	31		27	73	07/06/81	05/14/82	101421
COUNTY TOTAL			21	21	67	205	27	320			
MCKEAN COUNTY											
36-1823	KANE AREA SCHOOL DISTRICT	ABE	4		14			14	07/01/81	05/30/82	102101
37-2035	KANE AREA SCHOOL DISTRICT	GEO	4			22		22	09/01/81	05/30/82	103001
36-2070	PORT ALLEGANY SCHOOL DISTRICT	ABE	3	5	6			11	10/26/81	05/27/82	101241
37-2068	PORT ALLEGANY SCHOOL DISTRICT	GEO	2			7		7	01/04/82	04/15/82	101201
COUNTY TOTAL			13	5	20	29		54			
MERCER COUNTY											
36-2049	FARRELL AREA SCHOOL DISTRICT	ABE	6	15	48		1	64	09/08/81	05/27/82	101241
37-2042	FARRELL AREA SCHOOL DISTRICT	GEO	4			61		61	09/08/81	05/31/82	103001
36-2003	IU IV COMMUNITY PROGRAM	ABE	30	25	282		32	339	07/01/81	05/30/82	802142
37-1803	IU IV COMMUNITY PROGRAM	GEO	14			64		64	07/01/81	05/30/82	803002
34-1806	IU IV COUNTY PRISONS PROGRAM	ABE	6		43			43	07/01/81	05/30/82	402002
36-2034	MERCER COUNTY AVTS	ABE	1		27			27	08/01/81	03/31/82	602101

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MERCER COUNTY											
37-2034	MERCER COUNTY AVTS	GED	4			11		11	08/01/81	12/31/81	603001
34-2025	MERCER SCI	ABE	2	9	42			51	09/01/81	05/30/82	302005
35-2006	MERCER SCI	GED	2			72		72	09/01/81	05/30/82	303005
	COUNTY TOTAL		69	99	442	208	33	732			
MURKOE COUNTY											
36-2059	IU #20 STROUDSBURG PROGRAM	ABE	3	12	12			24	09/01/81	05/30/82	101202
	COUNTY TOTAL		3	12	12			24			
MONTGOMERY COUNTY											
36-2079	CHEL TENHAM TOWNSHIP SCHL DIST	ABE	3	4	11		10	25	09/30/81	05/31/82	101241
34-2005	EAGLEVILLE STATE HOSPITAL	ABE	5		52			52	07/13/81	05/27/82	501202
34-2029	GRATERFORD SCI	ABE	5	14	37		1	52	09/14/81	05/27/82	301205
35-2009	GRATERFORD SCI	GED	3			22		22	09/14/81	05/27/82	303005
36-1808	HATBORO-MORSHAM SCHOOL DIST	ABE	7		34		16	50	09/16/81	05/30/82	102141
37-2070	HUMAN RESOURCES	GED	5			20		20	02/01/82	05/31/82	803004
36-1816	NORRISTOWN AREA SCHOOL DIST	ABE	12	30	53		52	135	08/01/81	05/30/82	181241
37-2030	NORRISTOWN AREA SCHOOL DIST	GED	5			43		48	08/01/81	01/31/82	103001
37-2063	NORRISTOWN AREA SCHOOL DIST	GED	5			51		51	02/01/82	05/31/82	103001
36-1810	SPRING FORD AREA SCHOOL DIST	ABE	9	9	18		16	43	09/01/81	05/30/82	102411
37-2009	SPRING FORD AREA SCHOOL DIST	GED	2			35		35	09/01/81	05/30/82	103001
36-2068	UPPER DUBLIN SCHOOL DISTRICT	ABE	4		29			29	09/15/81	05/28/82	102101
37-1804	WISSAHICKON AREA SCHOOL DIST	GED	2			7		7	09/15/81	02/09/82	103001
36-2062	WISSAHICKON SCHOOL DISTRICT	ABE	1				16	16	09/23/81	05/26/82	104001
	COUNTY TOTAL		68	57	234	183	111	585			
NORTHAMPTON COUNTY											
36-2041	BETHLEHEM AREA SCHOOL DISTRICT	ABE	6	2	4		22	28	08/17/81	05/31/82	101421
37-2031	BETHLEHEM AREA SCHOOL DISTRICT	GED	5			129		129	08/17/81	05/31/82	103001
36-1813	EASTON AREA SCHOOL DISTRICT	ABE	11	18	76		26	120	08/03/81	04/30/82	181241
37-2033	EASTON AREA SCHOOL DISTRICT	GED	5			22		22	08/03/81	03/31/82	103001
36-2032	NORTHAMPTON CO AREA COMM COLL	ABE	6	9	37			46	08/01/81	05/30/82	101203
37-2027	NORTHAMPTON CO AREA COMM COLL	GED	3			17		17	09/01/81	05/30/82	103002
34-1803	NORTHAMPTON COUNTY PRISON	ABE	3	1	51			52	08/03/81	04/30/82	041201
	COUNTY TOTAL		44	30	168	169	48	414			

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PHILADELPHIA COUNTY											
36-2016	CENTER FOR LITERACY	ABE	197	208	161		170	539	07/01/81	06/30/82	801244
36-1832	COMMUNITY COLL OF PHILADELPHIA	ABE	9	123			45	168	02/01/82	05/31/82	801403
36-2040	DIST 1199C TRNG & UPDGDG FUNC	ABE	4	45	56			101	08/08/81	05/31/82	801204
36-2035	LUTHERAN SETTLEMENT HOUSE	ABE	9	63	65			128	08/01/81	05/30/82	801204
36-2076	METRO COLL CENTER - GERMANTOWN	ABE	6		32			32	05/30/81	12/31/81	802004
36-1831	METROPOLITAN COLLEGIATE CENTER	ABE	6		56			56	01/04/82	05/31/82	802004
36-2002	PHILA CENTERS FOR ADULT LEARN	ABE	9	98	3		26	127	07/01/81	01/30/82	801403
36-2004	PHILA CITY WIDE PROGRAM	ABE	48	455	1466		428	2349	07/01/81	06/30/82	181241
34-2027	PHILADELPHIA CORRECTIONS PRUG	ABE	4	5	215			22	09/01/81	06/30/82	401241
37-2056	PHILADELPHIA SCHOOL DISTRICT	GED	24			508		508	10/01/81	05/30/82	183001
	COUNTY TOTAL		316	997	2054	508	669	4030			
PCTTER COUNTY											
36-2011	COUDERSPORT AREA SCHOOL DIST	ABE	4	7	24			31	07/01/81	06/30/82	102101
	COUNTY TOTAL		4	7	24			31			
SCHUYLKILL COUNTY											
36-2063	BELIEVE IN YRSLF-IMPROVE YRSLF	ABE	5	12	22		5	39	09/01/81	05/10/82	101201
36-2058	IU #29 COMMUNITY PROGRAM	ABE	7	33	4			37	09/01/81	05/30/82	161402
37-2054	IU #29 COMMUNITY PROGRAM	GED	3			60		60	09/01/81	05/30/82	103002
34-2033	SCHUYLKILL COUNTY PRISON	ABE	3		3			3	09/01/81	05/30/82	402002
35-2010	SCHUYLKILL COUNTY PRISON	GED	4			11		11	09/01/81	05/30/82	403002
37-2065	SHENANDOAH VALLEY SCHOOL DIST	GED	6			20		20	02/01/82	04/13/82	103001
36-2033	WILLIAMS VALLEY SCHOOL DIST	ABE	5		27			27	08/01/81	04/08/82	101001
	COUNTY TOTAL		33	45	56	91	5	197			
SOMERSET COUNTY											
36-1802	SOMERSET COUNTY AVTS	ABE	6	70	21			91	07/01/81	05/30/82	601241
37-2010	SOMERSET COUNTY AVTS	GED	6			44		44	09/01/81	05/31/82	603001
	COUNTY TOTAL		12	70	21	44		135			
TIOGA COUNTY											
36-2066	HANSFIELD STATE COMMUNITY PROG	ABE	5	13	29			42	09/07/81	05/30/82	901203
37-2020	SOUTHERN TIOGA SCHOOL DISTRICT	GED	4			10		10	07/01/81	05/30/82	103001
	COUNTY TOTAL		9	13	29	10		52			

SUMMARY OF ADULT BASIC EDUCATION PROGRAMS BY COUNTY
PREPARED BY THE DIVISION OF RESEARCH AND EVALUATION
FOR FISCAL YEAR 1981-1982

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PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	LEVEL ESL	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
UNION COUNTY											
34-1805	ALLENWOOD FEDERAL PEN	ABE	6	1	94		7	102	07/01/81	05/30/82	301242
35-2001	ALLENWOOD FEDERAL PEN	GED	5			74		74	07/01/81	05/30/82	303002
34-2015	DANVILLE STATE HOSPITAL	ABE	8	75	44			119	07/01/81	05/30/82	501002
36-2021	IU #16 COMMUNITY PROGRAM	ABE	24	8	340		21	369	07/01/81	05/30/82	101422
37-2003	IU #16 COMMUNITY PROGRAM	GED	22			179		179	07/01/81	05/30/82	103002
34-1802	IU #16 COUNTY PRISONS PROGRAM	ABE	7	30				30	07/01/81	05/30/82	401202
36-2012	IU #16 SENIOR CITIZEN PROGRAM	ABE	7		753			753	07/01/81	05/30/82	101202
34-2016	LEWISBURG FEDERAL PEN	ABE	6	35	190		29	254	07/01/81	05/30/82	301242
35-2002	LEWISBURG FEDERAL PEN	GED	6			167		167	07/01/81	05/30/82	303002
	COUNTY TOTAL			91	149	1421	420	57	2047		
VENANGO COUNTY											
36-1824	TITUSVILLE AREA SCHOOL DIST	ABE	6	10	35			45	07/01/81	05/30/82	102001
	COUNTY TOTAL		6	10	35			45			
WARREN COUNTY											
35-2013	WARREN COUNTY JAIL *(WCSD)*	GED	6			24		24	09/30/81	05/30/82	404001
	COUNTY TOTAL		6			24		24			
WASHINGTON COUNTY											
36-2015	CALIFORNIA STATE COLLEGE	ABE	7	1	34			35	08/12/81	05/15/82	401202
36-2010	IU #1 ADULT LEARNING CENTER	ABE	5	27	221		11	259	08/01/81	06/30/82	202102
36-2056	IU #1 COMMUNITY PROGRAM	ABE	9	10	1			69	09/01/81	05/15/82	101202
36-2057	IU #1 WAYNESBURG PROGRAM	ABE	3	25	31		1	57	09/01/81	05/31/82	801242
37-1807	MC GUFFEY SCHOOL DISTRICT	GED	3			19		19	01/27/82	05/31/82	103001
36-2060	TRINITY AREA SCHOOL DISTRICT	ABE	9	5	76		3	84	09/08/81	03/18/82	101241
37-2011	TRINITY AREA SCHOOL DISTRICT	GED	4			20		20	07/01/81	08/31/81	103001
34-2031	WASHINGTON CC PRIS/WESTERN CTR	ABE	7	64	32			90	09/01/81	05/31/82	402102
	COUNTY TOTAL		47	132	345	24	15	639			
WAYNE COUNTY											
34-2034	FARVIEW STATE HOSPITAL	ABE	4	7	26			33	09/01/81	05/15/82	501202
37-2049	IU #14 COMMUNITY PROGRAM	GED	10			38		38	10/01/81	05/15/82	103002
	COUNTY TOTAL		14	7	26	38		71			

SUMMARY OF ADULT BASIC EDUCATION PROGRAMS BY COUNTY
PREPARED BY THE DIVISION OF RESEARCH AND EVALUATION
FOR FISCAL YEAR 1981-1982

PAGE 1

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL J-4	LEVEL 5-8	LEVEL 9-12	LEVEL ESL	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
WESTMORELAND COUNTY											
34-2035	GREENSBURG SCI	ABE	5	48	27			75	08/14/81	05/30/82	30120
35-2007	GREENSBURG SCI	GED	3			49		49	08/01/81	05/28/82	30300
36-2044	NEW KENSINGTON/ARNOLD SCH DIST	ABE	5	15	13		4	33	09/08/81	04/01/82	10124
36-2031	NORWIN SCHOOL DISTRICT	ABE	4	5	22		6	33	08/15/81	05/30/82	10210
37-2029	NORWIN SCHOOL DISTRICT	GED	4			17		17	08/15/81	05/30/82	10330
COUNTY TOTAL			21	69	62	66	10	207			
WYOMING COUNTY											
36-2027	TUNKHANNOCK AREA SCHOOL DIST	ABE	5		12			12	08/28/81	04/28/82	10214
37-2032	TUNKHANNOCK AREA SCHOOL DIST	GED	4			15		15	08/08/81	12/23/81	10300
37-2066	TUNKHANNOCK AREA SCHOOL DIST	GED	4			18		18	01/01/82	05/15/82	10300
COUNTY TOTAL			13		12	33		45			
YORK COUNTY											
36-2018	IU #12 COMMUNITY PROGRAM	ABE	16	42	192		112	346	07/01/81	05/30/82	104122
37-2015	IU #12 COMMUNITY PROGRAM	GED	10			425		425	07/01/81	05/30/82	103002
34-2009	IU #12 COUNTY PRISONS PROGRAM	ABE	3	1	107		1	109	07/01/81	05/30/82	101202
36-2046	YORK COUNTY DAY SCHOOL	ABE	6	30				30	09/01/81	05/30/82	101004
36-2080	YORK COUNTY LITERACY COUNCIL	ABE	88	44			28	72	03/01/82	05/30/82	501404
COUNTY TOTAL			123	117	299	425	141	982			

APPENDIX D

1981-82

SECTION 310 FUNDED PROJECTS

Section 310 of the Adult Education Act provides support for special experimental demonstration and teacher training projects. More information about individual projects conducted in 1981-82 may be obtained by contacting AdvanceE, Pennsylvania's Adult Education Clearinghouse, at the following address:

AdvanceE
Stayer R & L Center
Millersville State College
Millersville, Pennsylvania 17551

Appendix D
Section 310 Projects
Special Experimental Demonstration Projects

State Priority	Project Title/Grantee	Project Description
1. Provide for a State collection and dissemination clearinghouse to collect, store, and disseminate materials and service information related to the needs of the adult basic education programs in Pennsylvania.	Advance Adult Education Resource Clearinghouse for Pennsylvania/ Millersville State College	Operated the Adult Education Clearinghouse for Pennsylvania, which collects and disseminates information, materials and resources for adult education in Pennsylvania.
	Administrative Survey of the FY 1981-82 ABE Program in Pennsylvania/Pennsylvania Department of Education	Collected and analyzed data for use in decision-making, developing policies, planning and enabling the Pennsylvania Department of Education to comply with federal ABE reporting requirements.
2. Provide for the publication of an adult basic education newsletter that will report on and disseminate useful information to adult basic education practitioners and others interested in the ABE program in Pennsylvania.	ABE Newsletter: What's the Buzz?/Troy Area High School	Prepared, published, and disseminated 10 monthly issues of an ABE newsletter for program administrators and staff.
3. Provide for the publication of an Adult Student Magazine which would be by, for, and about adult basic education students and be utilized as a medium to teach basic skills in adult basic education and to promote student retention.	<u>Adult Student Magazine/</u> The Center for Literacy	Prepared, published and disseminated three issues of a magazine by, for and about adult basic education students in Philadelphia.
	<u>Adult Student Magazine/</u> Tana K. Reiff	Prepared, published and disseminated the <u>Adult Student Magazine</u> and an accompanying teaching guide.

Appendix D (Continued)

State Priority	Project Title/Grantee	Project Description
4. Implement the linkage of adult basic education programs with specific local business, industry and/or community service organizations for the purpose of shared staffing, resources, programming, and/or public relations.	Application Manual--ABE for Seniors/Pennsylvania Senior Center Institute	Developed linkages between agencies serving the aging and agencies providing adult basic education, and a guide to facilitate educational programming for older adults.
	Brokering Adult and Continuing Education through the Trade Unions/Moravian College	Developed a model for brokering adult basic education services through linkages between local unions, adult basic education programs, and area post-secondary educational institutions.
	Community Linkage Package/Reading Area Community College	Developed and implemented a Personal Life Skills Development Program through linkages between businesses, industries, agencies and adult basic education programs.
	Pennsylvania Industry and Adult Education: A New Partnership/Lancaster-Lebanon IU 13	Developed and implemented a model for linking ABE programs and industry.
	Project BALLAST: Building Adult Learning Linkages and Stabilizing Ties/ARIN Adult Learning Center	Implemented and institutionalized a linkage/out-reach model developed through a previous 310 project, which links the Center with business, industries and human service agencies in Armstrong and Indiana Counties.
	Project CLASP: Community Linkages Aimed at Special Populations/Lutheran Settlement House Women's Program	Developed a curriculum related to the lives of Hispanic women and a methodology for linkages among agencies serving special populations.

Appendix D (Continued)

State Priority	Project Title/Grantee	Project Description
4. (Continued)	Project CONNECT/ Information and Volunteer Services	Developed a resource guide for ABE/GED/ESL programs that relates Allegheny County community resources to the five APL content areas.
	Tutors of Literacy in the Commonwealth/ Pittsburgh Regional Library Center	Developed and implemented a model for linking volun- teer literacy and ABE programs to address the needs of illiterate Pennsyl- vania adults.
	Lifelines Guide to Education and Life Success Support Networks in Berks County/K. N. Associates	Developed and disseminated a guide to education and life success resources in Berks County for inmates in transition.
5. Develop a delivery system for adult basic education programs in sparsely populated rural areas, which can be replicated and utilized in other rural areas of the State.	Development of a Self- Instructional Delivery System for Two Courses in Adult Basic Educa- tion for Use with Rural Adults/West Chester State College	Developed and field-tested mathematics and ESL self instructional materials for use with rural adults.
	Learning Packets for Adult Basic Education/ Pine Grove School District	Developed self-instructional packets to aid adult secondary students in mastering 35 perfor- mance indicators required for receiving a high school diploma from the district.
	Project BREAKTHROUGH: A Life Skills Curricu- lum for Disadvantaged Rural Adults/Central IU 10	Adopted a previous 310 project designed to enhance specific life goals and experiences of disadvantaged rural adults.
	Project RURAL: Regional Utilization of Resources to Achieve Literacy/ Central IU 10 Bi-County Development Center for Adults	Developed and implemented an ABE/GED rural delivery model using existing regional resources such as libraries, newspapers, etc.

Appendix D (Continued)

State Priority	Project Title/Grantee	Project Description
5. (Continued)	Rural Extension Service Chapters as Model Adult Basic Education Classrooms: A Pilot Program/Bloomsburg State College	Developed a model for delivering ABE services in three rural communities and a workbook which describes the process.
	Rural Resources/K. N. Associates	Developed a rural resources guidebook describing linkages between agencies providing ABE, job training and job placement services.
	Telephone Instruction Involving Rural Adults/Lincoln IU 12	Developed and implemented a telephone instructional system for delivering ABE service to rural adults.
6. Beyond the aforementioned priorities, the Department will give consideration to proposals that would be unique and exemplary and would contribute to staff development and/or new programming techniques in the field of adult education, such as but not limited to:	ABE for the 80's: Microcomputer Technology for Instruction and Administration/William Penn School District	Adapted a model for using microcomputers in ABE instruction and administration which was developed as a previously funded Section 310 project.
	A Bilingual Instructional Program on Patients' Rights for Individuals in Mental Health Institutions/Hamburg State Hospital	Developed a Patients' Rights curriculum in English and Spanish, with an audiovisual component which can be disseminated to other institutions and agencies.
	Adult Basic Education Functional Language-Reading Program: Employment Search Skills/Southeast Pennsylvania Rehabilitation Center	Integrated a functional language/reading program focusing on employment search skills with a microcomputer-based information management system.
	Basic Skills Made Easy/Lancaster-Lebanon IU 13	Developed a teachers' card catalogue of 100 lessons dealing with life skills competencies for low-level (grades 0-4) readers. Lesson plans for grades 5-8 and ESL students were developed in previous years.

Appendix D (Continued)

State Priority	Project Title/Grantee	Project Description
6. (Continued)	Career Awareness Readiness for Ex-Offenders/Clean Up the Ghetto, Inc.	Developed and implemented a career awareness and readiness program, with supportive counseling and job placement services, to reduce recidivism among ex-offenders.
	Computer Literacy and Instruction/Altoona Area School District	Developed and implemented a computer-assisted basic skills instructional program for ABE students.
	Curriculum Development for Multi-Language ESL/Reading Area Community College	Developed a "language bank" of resource people who are willing to aid ESL students and linkage of area agencies, businesses, and school districts serving ESL students.
	Determining Maintenance of Achievement from ABE/GED Programs/The Pennsylvania State University	Designed and field-tested a model to assess the long-range impact of ABE/GED programs.
	Developing a Curriculum in English Language Survival Skills for Pre- and Non-Literate Speakers of Other Languages/The Center for Literacy, Inc.	Developed and field-tested a curriculum for teaching English language survival skills to speakers of other languages and provided in-service training in the use of the curriculum to participants in three workshops.
	Implementation of Adult Education Program Improvement Facilitative Services/Millersville State College	Facilitated functions related to the Adult Education State Plan and operation of the 306/310 programs.
	Job Hunt Employability Skills for ABE Participants/Job Advisory Service	Developed a model for teaching job-hunting/employability skills to ABE students.

Appendix D (Continued)

State Priority	Project Title/Grantee	Project Description
6. (Continued)	Microcomputers Behind Bars: The Computer in the Prison Classrooms/Corrections Education Division, Pennsylvania Department of Education	Adopted a computerized instructional program for institutionalized ABE students which was developed through a previously funded 310 project.
	Project ACCESS: ABE and GED Instruction and Testing for Sight and Muscularly Handicapped Persons/School District of Philadelphia	Developed ABE/GED materials for use by blind and physically handicapped adults.
	Project COIGN/State College Area School District	Adapted a previously funded 310 project designed to teach ABE students employability skills.
	Project LURE: Let's Utilize Our Resources to Ensure Employability/Bi-County Development Center for Adults	Developed a handbook for use by adult educators in integrating employability skills in ABE/GED programs.
	Providing Resources In Developing Employability--Project PRIDE/University of Pittsburgh, Johnstown Campus	Provided instruction in employability skills and job procurement techniques to ABE students.
	The Development of Ethnic Heritage Instructional Materials for Adult Basic Education Students/Robert W. Zeller	Developed a set of ethnic heritage materials, including a filmstrip, a student self-paced instructional packet, and a correlated teacher's guide, for distribution to other ABE/GED programs.
	Voter Education Curriculum/Harrisburg State Hospital	Developed and implemented a voter education curriculum in a hospital setting.
	Computer Technology-Adult Learners/Shenandoah Valley School District	Developed and disseminated a reference book on the availability, accessibility, and applicability of computer technology for use by adult learners.

Appendix D (Continued)

State Priority	Project Title/Grantee	Project Description
6. (Continued)	Employability Development/Altoona Area School District	Developed and presented a workshop on employability development and made a videotape of the workshop for use by other groups.
	Teaching Basic Skills through Industry/Beaver College	Developed and presented workshops on improving basic skills for industry employees.

Staff Training Projects

State Priority	Project Title/Grantee	Project Description
1. Provide training sessions within the six Fall Workshops for the special needs of both experienced and inexperienced staff of adult basic education programs in one of the following areas:	Burn-Out and Stress Management/Robert W. Gill	Developed and provided six workshops on how to reduce or eliminate symptoms of burnout for ABE staff.
	Cognitive Development Programming for Academic Achievement/The Pennsylvania Vision Institute	Developed and provided six developmental training sessions in the use of the cognitive development models in ABE instruction.
a. Counseling (Career, Age variance management);	Project IMAGES: Improving Management of Adults/Guiding and Educating Staff/ARIN Adult Learning Center	Developed and provided six workshops on age variance management and test-taking skills for improving student performance on tests.
b. Special populations--Social living skills;		
c. English as a Second Language	ABE for ABE: A Better Educator for Adult Basic Education/William Penn School District	Provided training in counseling techniques, communication skills and adult performance level curriculum material.
d. New and innovative teaching methods in Adult Education;		
e. Critical thinking through writing;	Regional Workshop Training/William Penn School District	Provided training in community expansion and outreach linkages in ABE.
f. Creating positive attitudes about language;		
g. Burn Out-Stress Management;	Teaching Test-Taking Skills to Adult Education Counselors/Instructors	Provided training in what ABE staff can do to improve student test performance.
h. Self motivation;		
i. Other needs.		

Appendix D (Continued)

State Priority	Project Title/Grantee	Project Description
2. Provide training sessions during the Mid-Winter Conference for Adult Education, 1982, for the special needs of experienced and inexperienced staff of adult basic education programs in one of the following areas: a. Counseling (Career, Age variance management); b. Special populations--Social living skills; c. English as a Second Language d. New and innovative teaching methods in adult education; e. Critical thinking through writing; f. Creating positive attitudes about language; g. Burn Out-Stress Management; h. Self Motivation; i. Other needs.	Project TACT: Training in Adult Counseling and Testing/ARIN Adult Learning Center	Developed and provided a workshop session on age variance management and test-taking skills at the Mid-Winter Conference.
3. Plan for and provide a Dissemination Conference to distribute information on the special projects developed to date including at least one from adjoining states' adult basic program.	Resource Utilization Workshop for 306/310 Personnel/Advance, Millersville State College	Conducted a three-day workshop on the state clearinghouse for ABE/GED, selecting and adapting resources, and preparing materials for adult education.

Appendix D (Continued)

Mini Grants		
State Priority	Project Title/Grantee	Project Description
Small grants of up to \$5,000 will be considered for the purpose of supporting a specific need of a local program that would increase the effectiveness of the adult basic education programs to the benefit of the adult students. Applicants may address either the area of Special Experimental Demonstration or that of Staff Development.	Identifying and Teaching to Modality Strengths in Corrections Education/ Corrections Education Division, Pennsylvania Department of Education	Provided training in identifying and teaching to modality strengths for correction educators.
	Project GAME: Gaining Access to Math Expertise/Central IU 10 Bi-County Development Center for Adults	Developed a set of sequentially organized math games for low-motivated young adults.
	Special Needs Project: Staff Development for Literacy Volunteers/ Delaware County Literacy Council	Provided training in giving one-to-one instruction to functionally illiterate adults for volunteer tutors.
	Supplements to the Pennsylvania ABE Handbook/Adult Education Center	Developed and disseminated loose leaf materials on legislation, research, adult education at community colleges, resource materials and new trends in Adult Basic Education to be added to the Pennsylvania ABE Handbook.
	310 Special Project Success Stories Booklet FY 1981-82/ Reading Area Community College	Developed and disseminated a booklet on the 10 final candidates for the Adult Education Student of the Year Award.

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